

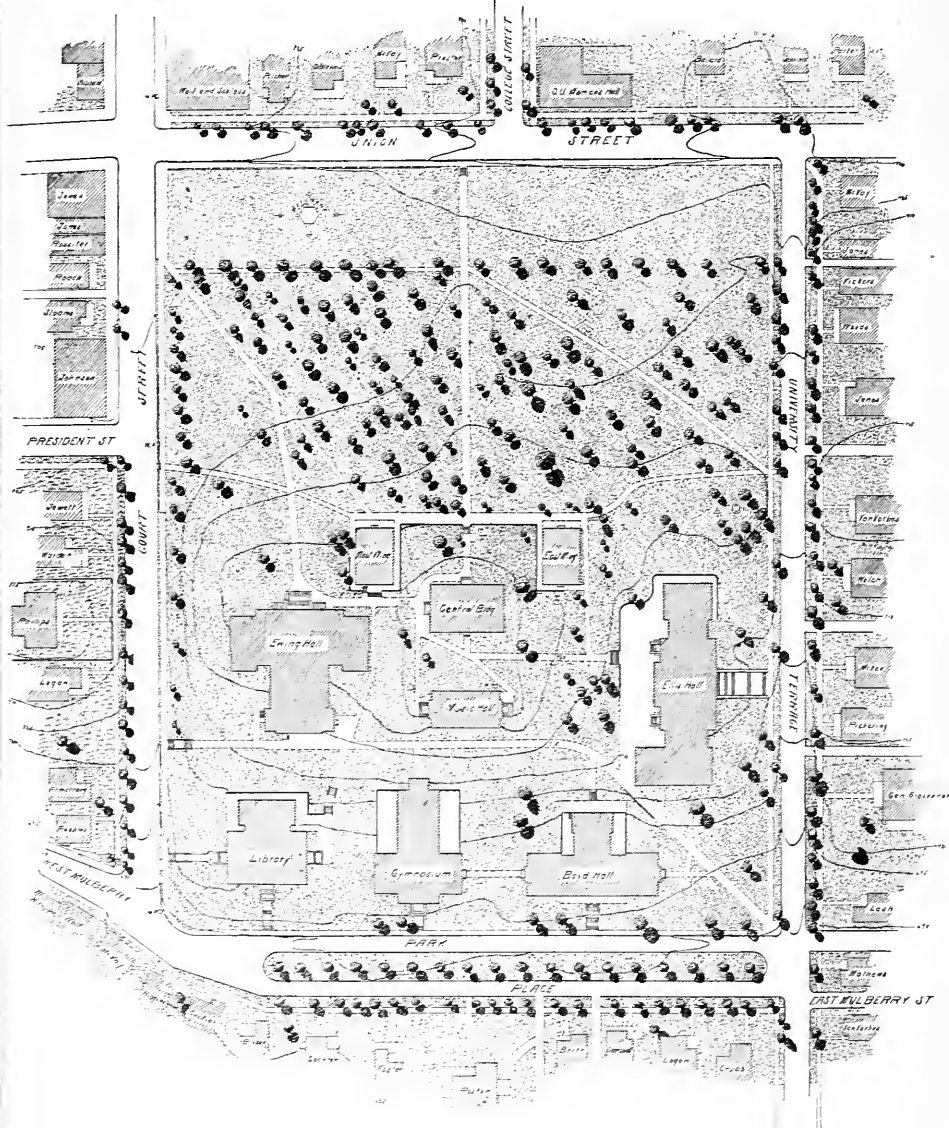
*SOUVENIR EDITION*  
*OF THE*  
*OHIO UNIVERSITY*  
*BULLETIN*



*SUMMER TERM*  
*1908*



**TOPOGRAPHIC  
MAP**  
OF  
**OHIO UNIVERSITY CAMPUS.**  
**DEPARTMENT OF CIVIL ENGINEERING**  
SCALE 1 INCH = 200 FT. ROBERT E NYE  
JUNE 24 1908



# THE BULLETIN

PUBLICATION OF THE OHIO UNIVERSITY

Vol. 5, New Series

ATHENS, OHIO, JULY, 1908

No. 4

## The Ohio University Bulletin

Published quarterly, by the University, and entered as second-class matter at the post-office at Athens, Ohio. Sent free, until each edition is exhausted, to all interested in higher education and the professional training of teachers. No advertisements, save the one found on the fourth page of the cover, will be published.

## PRESIDENT'S REPORT

EXTRACTS FROM THE BIENNIAL  
REPORT OF PRESIDENT ALSTON  
ELLIS TO THE GOVERNOR  
OF OHIO.

**U** NWRITTEN HISTORY:—After all that may be set forth in a report like this there will remain much unwritten history containing vital, if not directly tangible, record of the best evidences of institutional growth in the most worthy and permanent forms. A beautiful campus, costly buildings well arranged and equipped, an adequate revenue for general and special purposes, a constantly increasing student roll, and a teaching force of capable men and women are only some evidences of institutional well-being. The teacher and the student are the great factors in the educational life of any institution of learning. There is something worthy of consideration in the statement that Mark Hopkins on one end of a log and a student on the other suggests a relationship most helpful to the student. Some of us older people secured our school and

college training under material surroundings not comparable with those that make up the environment of the pupils and students of to-day; yet good teaching then produced its result just as it will now. What is done for the physical, intellectual, and moral well-being of the students who come to college halls is a subject of far greater importance than the growth of the college in material prosperity and student enrollment. There is an atmosphere about a college that is distinctive, yet elusive of full analysis. In it a student molds character for better or worse. Sometimes there is need of frequent definition of such terms as *manliness*, *integrity*, *truth*, *honor*, and kindred words. All youth should know that *liberty* is not *license*; that *manliness* and *brutality* are not twins; that one man's person and rights are no more sacred than another's; that what is most worth while in college life has more than a casual connection with what is best and most worth while in the outside world. Much is being done at Ohio University to bring the students to right thinking and exemplary behavior. Book learning is a worthy adjunct to a manly and an unselfish character, but ought never be regarded as any substitute for such.

**Permanency of Position:**—Changes in the corps of instructors are not frequent at Ohio University. Permanency of position is assured every one willing and able to do the work required of him. When a new teacher is to be employed the only question is as to his moral character and his fitness to fill the new or vacant position. The Board of Trustees has, as a general thing and I think wisely, left the employment of teachers in the hands of the exec-



*President Alston Ellis*

utive of the institution. Such officer may not always make the wisest choice, but he has every incentive to do what is best with the appointing power given him. It lessens his labor and responsibility if he has associated with him, as co-workers, teachers who can acquit themselves with high credit in their various positions. Two or three poor teachers—two or three “knockers”—in the faculty can demoralize much of the work which an earnest executive is trying to upbuild.

**The State Normal College:**—It may here be stated, in positive terms, that none of

the work now provided for in the State Normal College will be dropped unless under compulsion of law. It may be modified, however, to meet new conditions or demands. It is our fixed purpose to hold every worthy feature of the work which has been developed at Athens within the last six years. In this matter, it is felt that the State Normal College of Ohio University has the right of way. What of good and professional uplift has been brought into our work for the training of teachers, by our efforts and experience, will not be tamely surrendered. There is



no wish to bring our interests into unnecessary conflict with those of any other institution, public or private. There is room, and possibly to spare, for all. It is a matter of no special business of ours how many "colleges for teachers" the state of Ohio, through appointed agencies, establishes and supports. It is recognized that the state has an unquestioned right to give over the work of training teachers begun at Ohio University six years ago or to restrict its range in such manner as it may deem best; but equity, if not the right ordering of the important matter affected, suggests the continuation of that work in its entirety at the place where it was first begun and under the direction of those who first gave it far-reaching effectiveness under the statutory provision already quoted.

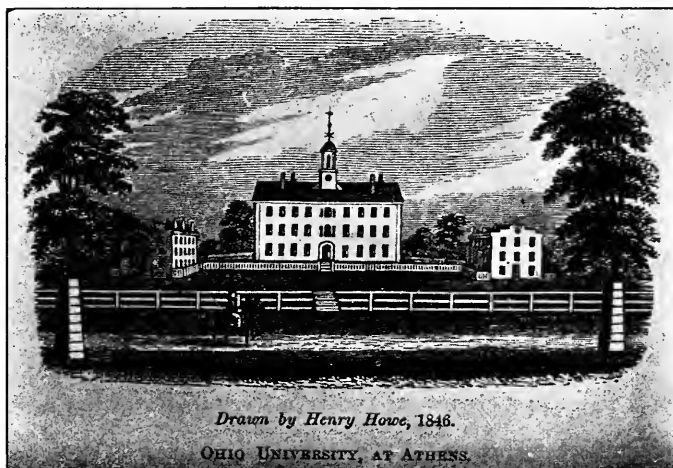
The coming of the State Normal College to Ohio University has given it a standing in educational circles that it might not have secured had it begun with an independent location and lower standards of training and scholarship. The high-grade work it is now offering gives every friend of the University interest and pride in it. Yes, the State Normal College is very welcome at Ohio University. Its location with us has brought a large money saving to the state and given its students advantages, socially and educationally, unknown to the environment of most normal schools. The most friendly and satisfactory relations be-

tween the two important arms of our educational service will continue to exist as long as the courses of study followed in the State Normal College are maintained in present form—or made of still wider range to meet the progressive spirit of the age.

**Co-Education:**—Ohio University began as a College of Liberal Arts, with a Preparatory School, in 1804. Women were not admitted to the University, by Board action, until 1871. Miss Margaret Boyd, the first woman graduate, was in the class of 1873. "Boyd Hall," our new dormitory for women, is named in her honor. At first there was strong feeling against admitting women to the institution.

In a state-supported institution like Ohio University, women enter well knowing, in advance, that there will not be much differentiation of the scheduled work in their special interest. They enter to pursue, without question, one of the prescribed courses. Since my presidency—now six years—no woman has taken the course leading to the degree of Bachelor of Science. These courses include such studies as naturally lead to the degrees given upon their completion. As before stated, our women students accept the prescribed standards without question.

If the state-supported institutions of learning continue the co-educational policy, it would seem that some of their courses of study should be planned with reference to the known needs of women students—





*OHIO UNIVERSITY COMMENCEMENT SPEAKERS, JUNE, 1908*

1. *Hon. Albert Douglas*
2. *Pres. Herbert Welch, O. W. U.*

3. *President Alston Ellis*
4. *Mr. Geo. W. Reed*

if there are known needs; otherwise our young women will not share with their brothers in the public's bounty as is their undoubted right. Private institutions for young women exist; also those for young men. One class of our youth ought not to be forced into these institutions more than the other. In short, if higher education is to be a public charge, it should be as free to women as to men. It follows, naturally, that courses of study should be planned as much to meet the wants of women as those of men.

Co-education at Ohio University has brought no lowering of scholastic standards. Intellectual standards and ideals were never higher with us than now. In some important particulars standards of required proficiency have been placed higher. The young women who have ambition to complete a college course are not demanding

easier or less work. In fact, there is but little request from them for a differentiation of intellectual work beyond that for which we have already made provision.

The time will come, doubtless, when college authorities will establish courses in which some prominence is given to subjects of study that articulate more closely with the home life of women; but there will continue to be a demand from the women themselves for the more solid and cultural parts of the present college-of-liberal-arts course.

**College Lawlessness:**—No state can long prosper with a large number of ignorant, improvident, and lawless people within its borders. If schools and colleges, by their training and environment, send out into every-day life a good product of manhood and womanhood, they are worth their cost, and more. The forces that war against what

is best and most prized in individual and public life should not be strengthened by anything that is carried from school and college halls. Educational institutions owe the people the worth of their money, at least.

The tendency to senseless lawlessness in our colleges has not been much weakened in recent years. The foolish pranks of some of our high-school pupils are evidences of immature, undisciplined youth trying to ape the doings in some college halls.

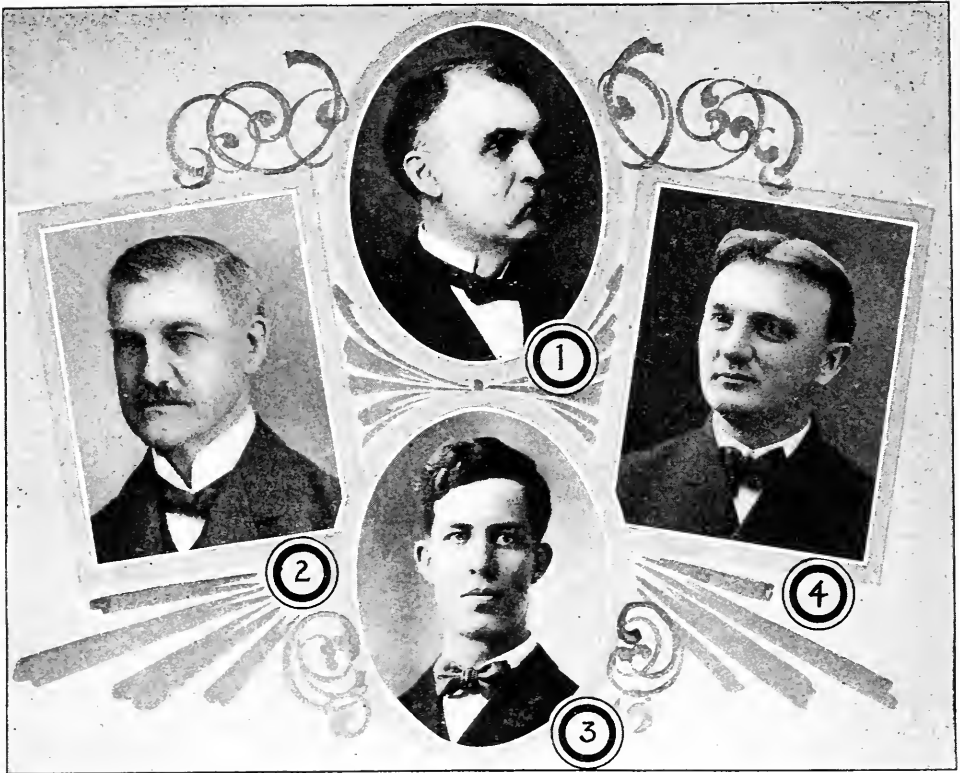
It is a source of great pleasure to me to be able to report the well-nigh perfect behavior of the students of Ohio University. These students well know what is going on in certain college circles elsewhere and it speaks strongly of their native good sense and respect for authority that they have uniformly maintained decency and order in our college life. I think I can say that hazing is not practiced, in any form, at Ohio University. Cane rushes, flag rushes, class scraps, and other fooleries of like nature are few and far between with us. Ohio University has purpose to stand for what is highest and best in the training of her youth. Law ought to mean as much in college as elsewhere. "College spirit" is a poor definition

of lawlessness and brutality. Let us call acts by their right names. Let it be understood that right conduct in school and college is as necessary and worthy as it is in the outside world. Why should any right-minded student desire "to injure, frighten, degrade, or disgrace" a fellow-student? Yet such shames are common—so every-day and well-known as to call for legislation for their suppression.

The matter of discipline, not wholly in the mental field, but in the just understanding and observance of wholesome college regulations, is of prime importance as a part of the legitimate end of college training. The mind untaught to look on the right side of things, the will under no judicious control, but left to the sway of passion and unworthy impulses, give indications of nothing worthy in life. Many students stand much in need of wise instruction, by experienced teachers, upon many subjects which no course of study can definitely outline. Wholesome college discipline is assured only when there is a proper *esprit de corps* animating the larger part of the student body. Here is where the real professional power of every head of a college department, as a teacher, can make itself discreetly felt. A weakling in charge of a class can do much to demoral-



*Ewing Hall, Ohio University, Athens, Ohio*



FOURTH-OF-JULY SPEAKERS, SUMMER SCHOOL, 1908

- 1. President Alston Ellis
- 2. Hon. Emmett Tompkins

- 3. Mr. James P. Wood, Jr.
- 4. Hon. E. A. Tinker

ize its membership. This is but an instance where prevention of disease is better than the application of many remedial agents after it has become deep-seated and, perhaps, chronic.

**Financial Resources:**—The total value of property in Ohio, upon which a general tax is levied, is reported to be \$2,307,934,371. The estimated annual receipts of Ohio University and the State Normal College, connected with it, are shown in the following summary:

- 1. Two and one-half one-hundredths (.025) of one mill for Ohio University .....\$ 57,000 00
- 2. One and one-half one-hundredths (.015) of one mill for the State Normal College of Ohio University ..... 34,500 00
- 3. Incidental Fees ..... 13,500 00
- 4. Women's Hall and Boyd Hall 4,000 00

- 5. County Tax, based on State Levy ..... 2,000 00
- 6. Rents and Sinking Fund Income ..... 4,200 00

Total .....\$115,200 00

**Some Comparative Statistics:**—The figures given herewith are of interest as showing some features of institutional growth:

	1901	1907
Total receipts ....	\$45,920 29	*\$106,155 83
Contingent fees ..	5,049 30	13,949 35
No. different students .....	405	1,319
No. instructors ...	21	46
Employes' pay-roll.	\$27,483 62	\$70,252 72
Bonded indebtedness .....	55,000 00	30,000 00

**Conclusion:**—I wish again to emphasize

\*Not including special appropriations.

1804

## Ohio University

1908

## Program for Commencement Week, 1908

## Sunday, June Fourteenth.

- 10:30 A. M.—Baccalaureate Address, Hon. Albert Douglas, LL. D.  
 3:00 P. M.—Union Meeting of Y. M. C. A. and Y. W. C. A.  
 7:30 P. M.—Annual Sermon, President Herbert Welch, Ohio Wesleyan University.

## Monday, June Fifteenth.

- 7:30 to 11:30 A.M.—Final Examinations Concluded.  
 3:00 to 5:00 P. M.—Exhibits of the Work of the Art Departments, Third Floor Ewing Hall and Third Floor Ellis Hall.  
 Exhibit of the Work of the Commercial College, Third Floor, Ewing Hall.  
 Electrical Exhibit, First Floor, Ewing Hall.  
 7:00 P. M.—Receptions to Alumni and Visitors by the Literary Societies.  
 8:00 P. M.—Annual Oratorical Contest.

## Tuesday, June Sixteenth.

- 9:00 A. M.—Closing Chapel Exercises.  
 3:00 to 6:00 P. M.—Reception by President and Mrs. Ellis.  
 8:00 P. M.—Annual Concert by the College of Music.

## Wednesday, June Seventeenth.

- 8:00 P. M.—Annual Meeting of the Board of Trustees.  
 1:30 P. M.—Base Ball Game, Alumni vs. Ohio University.  
 7:30 P. M.—Alumni Address, George W. Reed, '88, Uhrichsville, Ohio.  
 8:30 P. M.—Alumni Banquet.

## Thursday, June Eighteenth.

- 9:00 A. M.—Graduating Exercises, College of Liberal Arts.  
 President's Address, and Presentation of Diplomas to Graduates of the College of Liberal Arts, the State Normal College, the Commercial College, the College of Music, and the Engineering Departments.  
 1:30 P. M.—Adjourned Meeting of the Board of Trustees.

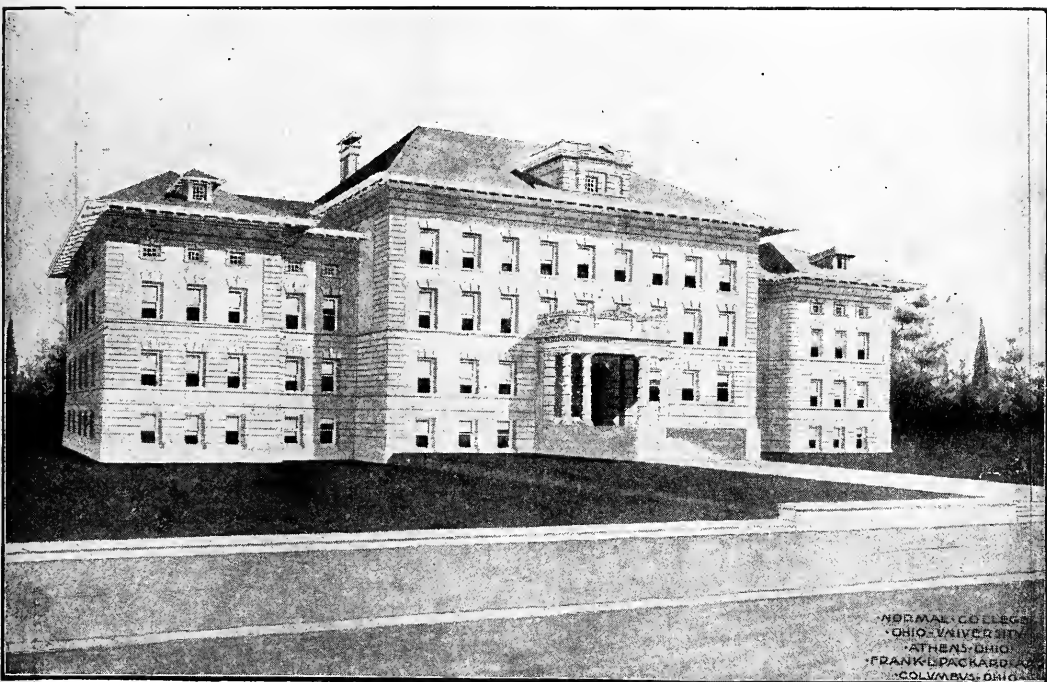
the importance of the work done in college halls—work which means much more to the State than any statement of "receipts and expenditures." The saving of a few dollars here or the unnecessary expenditure of a few dollars there is a matter of small importance when weighed over against the

right training of the young for the manifold duties of life. In official or public life, there is no excuse for unwise expenditure of the people's money; but experience teaches that there is no lack of wisdom in making most liberal provision for education both in school and college.



*Ohio University Summer-School Faculty, 1908*





*Ellis Hall, Ohio University, Athens, Ohio*

## Baccalaureate Address

(Ohio University Auditorium, Sunday, June 14, 1908.)

By

**HON. ALBERT DOUGLAS, LL. D.,**  
Chillicothe, Ohio,

Member of Congress from the Eleventh  
District of Ohio.

### MORAL IDEALS IN POLITICS.

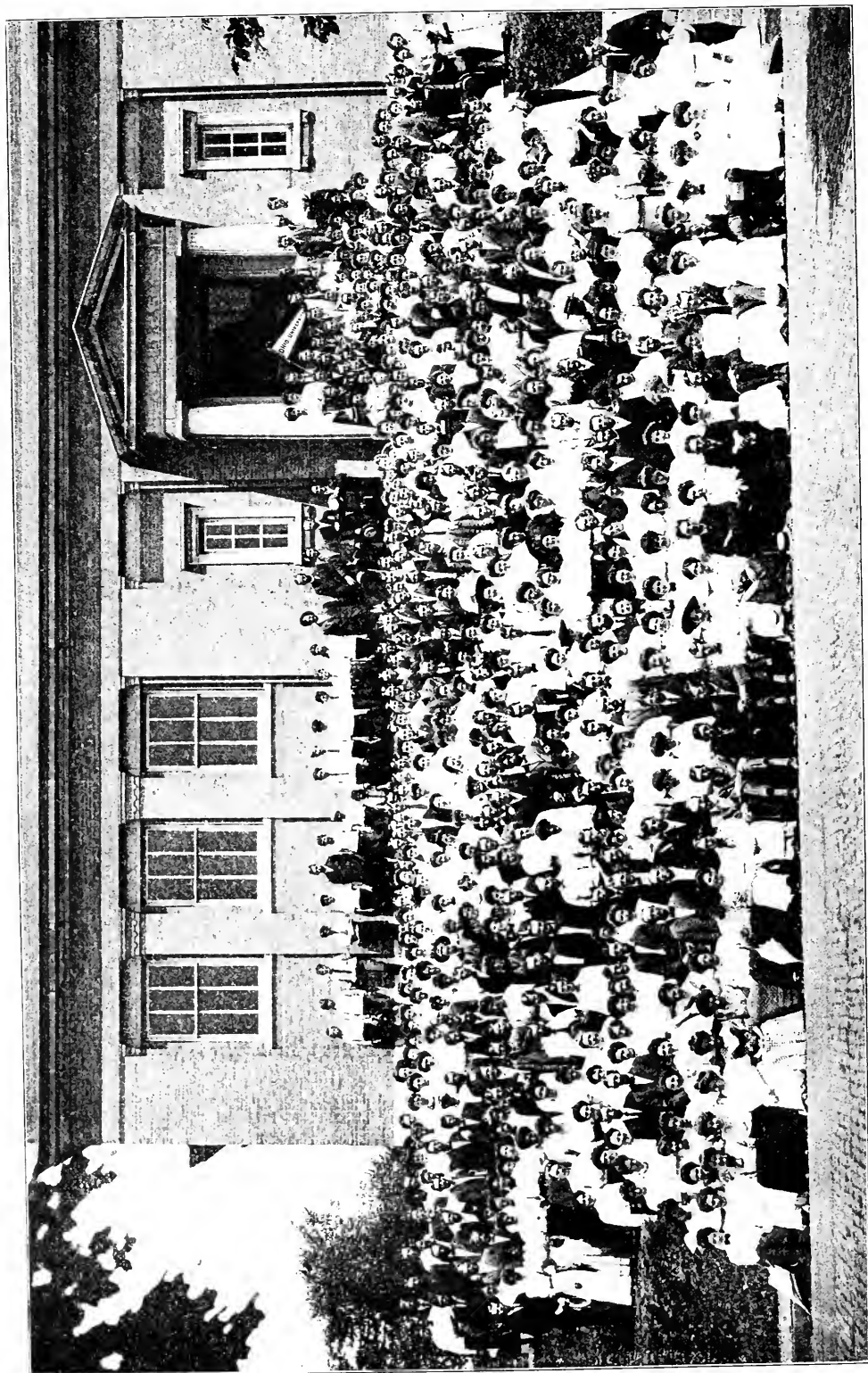
**S**UCH an occasion as this is indeed an inspiration to all of us, young and old; to you who stand tiptoe upon the threshold of life, eager for its work and its achievement, animated by hope; and to us, who, from the height of years view with sympathetic hearts your youth and our own.

Ah, the prize of youth! How little do those who have it appreciate its value, its beauty, and its power; how inevitable and irreparable its loss; how envied by those to whom "age" is supposed "to bring the philosophic mind"!

I used to wonder, as an under-graduate, why the end of the year, the end of the college course, should be called "Commencement." But years have brought wisdom and now I can understand that it means the beginning of manhood and womanhood to you who are "graduated" this week. You graduate from the work of college into the work of the world; and so this is the commencement week of a new phase in your lives. Please permit me, from this place, and on this sacred day, and upon this, to you and to all of us who so sincerely and heartily sympathize with all that you feel and hope and aspire, sacred occasion, to wish you of the graduating class, each one of you, much of happiness, an abundant measure of success, and God's blessing upon you every one.

And now what can I do, as I am so eager to do, to make this occasion of any value to you?

What sort of a lay sermon, a lay baccalaureate, may I preach to you here this morning? Not that highest appeal of the ordained preacher. That will come later. And yet I would say something with some



*Ohio Summer School, 1908*



sort of personal flavor to it, instead of choosing some purely literary or academic subject. So it has occurred to me that though not an ordained minister of the highest gospel message, I am the ordained representative in the national legislature of many or most of you, and so I may speak to you from that standpoint. From the viewpoint of the politician I may say a word of politics; not of partisan politics, which the occasion by no means permits, but a word, it may be, in defense of politics—a word designed to reconcile and commend politics to your minds and hearts.

For, as the gospel message of your duty to God, which of course must ever include your duty to yourselves and to your fellow-men, is indeed the highest message of all, I submit that the next highest message is of our duty to our country, which must include some intelligent knowledge of public business, public questions, public tendencies,—in other words, the politics of our own time.

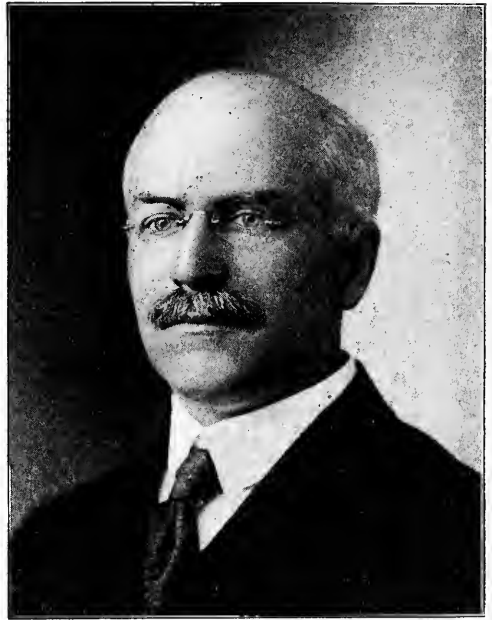
So it is my design to endeavor to assure you that politics—not self-seeking, not office-seeking, not chicanery, nor mere manipulation, but an active interest and part in practical American partisan politics,—is worthy of your best thought and highest endeavor; and is by no means inconsistent with your best work in your chosen profession.

I have therefore chosen to speak of some phases of our modern, public thought; something of the meaning of present-day political movements; and so of what may be termed "moral ideals in politics."

I have recently read with much interest a book which many of you have doubtless also read. It is a book about America, written by a widely traveled Englishman, H. G. Wells, and he calls it, "The Future in America." He takes what I hope and believe to be a too gloomy view of our future as a people and as a government, and yet he says much, and forcibly, that is worthy of our attention. Among other intimate studies of our political life and influences, he describes a visit to a celebrated saloon in one of our largest cities kept by a well-known ward politician, Alderman Kenna, better known as "Hinkey-Dink." He describes his experience there and the people

he saw behind the bar, and from his account I gather the following connected quotation:

"It struck me as a pretty tough gathering \* \* \* \* \* Some stood in a careless row all along the length of the saloon counter. Below them, in attitudes of negligent proprietorship, lounged the 'crowd' in a haze of smoke and conversation \* \* \* \* \* I looked across the counter at them, met their eyes, got the quality of their faces, and it seemed to me, I was a very flimsy and unsubstantial intellectual thing indeed. It struck me that I would as soon go to



*Dean Edwin W. Chubb, Litt. D.*

live in a pen in a stock-yard as into American politics. That was my momentary impression. But that line of base, coarse faces, seen through the reek, was only one sample of the great saloon stratum of the American population in which resides political power. They have no ideas and they have votes; they are capable, if need be, of meeting violence by violence, and that is the sort of thing American methods demand." The author then describes Alderman Kenna's methods of working these satellites of his for election purposes, and pro-

ceeds: "There you have a chip, a specimen, from the basement structure upon which American politics rests. That is the remarkable alternative to private enterprise as things are at present. It is America's only other way. If public services are to be taken out of the hands of such associations of financiers as the Standard Oil Group, they have to be put into the hands of politicians resting at last upon this sort of basis \* \* \* \* The third course is the far more complex, difficult, and heroic one of creating imaginatively and bringing into

huge corporations upon the other, there certainly would be very little to invite the co-operation and enthusiasm of the better class of our young men in the public affairs of the country.

But neither of these alternatives is true, nor is it necessary, in order to escape this dilemma, that we should, in the sense, I take it, meant by this author, be compelled to "create imaginatively a new state." In a way we are creating, not imaginatively, but really, under the leadership of men of high ideals and inspired imagination, not a new state, but a new regime and a better political life in America. Under such new and felicitous leadership, the people of America, aroused as they have never been aroused before, to high moral ideals of government and public service, have determined and engaged to rescue American politics, on the one hand, from the men who traffic in the votes of our electors and, on the other, from that even more dangerous class of the community made up of men who traffic in the votes of our city councils, our legislators, and in the corruption of our civic and political life.

Why do I say this? Why do I so unhesitatingly dispute the conclusions I have quoted? That there is, in the picture he presents, both of the power of the saloon upon the one hand and the power of what has been so aptly termed predatory wealth upon the other, some truth, is unquestionable; but to both dangers the American people are fully awake; and never yet have we failed when the issue has been fairly made known and presented to the people of this republic—never have we failed to meet any great moral issue righteously and to determine it ultimately.

That the saloon has, especially in the great centers of population and among men so recently made citizens of the republic as not fully to understand the duties and responsibilities of such citizenship, acquired a malign and potent influence both at primaries and at elections is unquestionably true. But that the saloon as a political force has, in recent years, lost much of its power and has indeed been compelled almost to battle for its own existence, not only in Ohio but elsewhere, is, I take it, equally certain. And while it is also true



*Dean Henry G. Williams, A. M.*

being a new state—a feat which no people in the world has yet achieved."

Since, as I have already said, it is my purpose to urge upon the young men and women before me a more active and intimate interest in politics, it is hardly necessary for me to say that I do not agree with this prophetic Englishman in the picture he here paints of American politics.

If it were true that "the basement structure upon which American politics rests" was either the saloon upon the one hand or the absolute control of the trusts and

that, during a recent era of our national existence, the nation has been inclined to worship industrial and financial success, and not to criticize closely the means by which success in this field was reached, nevertheless it is again equally true that a great moral awakening has taken place upon this subject, and that the people of America, aroused at last to the evils of irresponsible wealth and corporate aggrandizement, have set their faces and their hands resolutely towards curbing the evils of our industrial system.

In such contests as these I have indicated, certainly every patriotic citizen can find his place. One of the evils of our individualistic, industrial life, where every man is earnestly striving for success, where every man who is worthy to be called by the fair title of "business man" is earnestly endeavoring by shrewdness, industry, and self-denial, to accumulate money—

    "Not for to hide it in a hedge,

    Nor for a train attendant,

    But for the glorious privilege

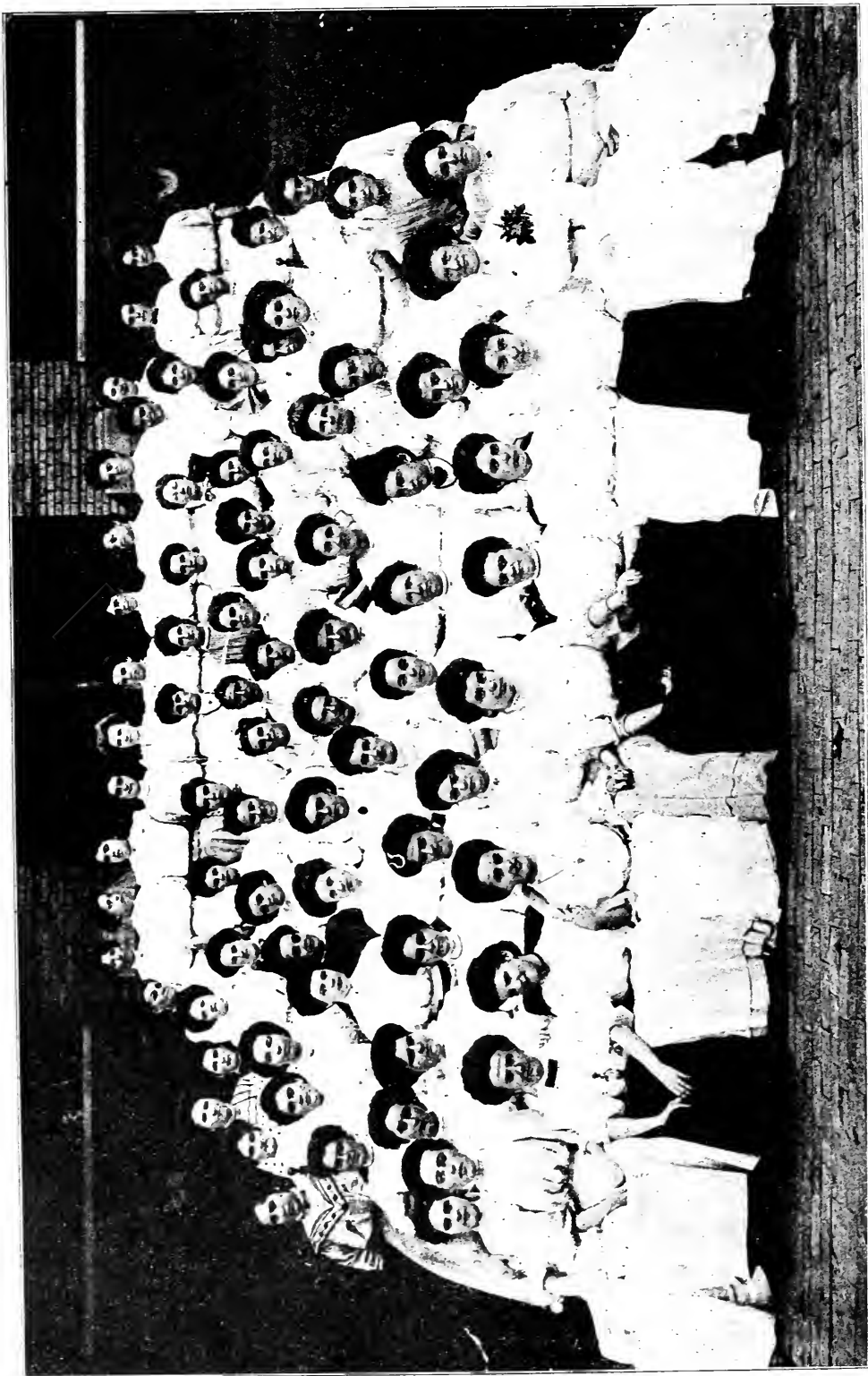
    Of being independent."

—One of the evils of this concentration is,

as it seems to me, the exaltation of private business as against public service. Many men seem to think, and to think honestly and sincerely, that the way for them to serve the state is by strict attention to their private business. This is no doubt true to a very great extent; but at the same time it is true that it is not the only way that such men may serve the state. Public office is indeed rightly considered a public trust; but is it not true that to some extent at least every man in America, every educated man, who knows something of our political history and political ideals, occupies what may properly be called a public office? He is the employer of all other public officers; they but do his work, or they represent him; and being such a citizen and officer of the republic he, too, has a public trust to perform. More and more fully is this truth becoming realized to-day by the rank and file of the business men of America; and by business men, I mean all men who labor to-day with self-denial in any department of our national industry in order to have something for to-morrow.



*South College Street, Athens, Ohio*



*Some Students Who Found Pleasant Quarters in Boyd Hall*



*Music Hall and Central Building with Ewing Hall in back-ground; Ohio University, Athens, O.*

More and more such men are drawn together by the ties of common thought, fostered by the telephone, the telegraph, the rural free delivery, and above all by common reading; realizing their duties to one another and to the state, and finding the means and expressing the determination to perform such duties righteously.

I have spoken of the common reading of our people; and here I think we may note a striking and significant change and improvement which have appeared recently in our common, every-day, cheap reading matter. For generations among us there was no demand for any just criticism of our American ways and national institutions. We were very self-satisfied and complacent, and rather resented any fault-finding; or even any suggestion that our ways, our politics, our schools, our free institutions were not all perfect—quite beyond criticism or improvement. Our newspapers, largely engaged either with local or partisan interests, did little to correct this dangerous assumption of American perfection. But a new and far more wholesome spirit is abroad among us. We have a new school of thinkers, writers, and public men. Call them alarmists, critics, muck-rakers, reformers, what you will, through the powerful and widely disseminated columns of the

weekly and monthly magazines, they have aroused the American people to a new and an enlightened patriotism, which is seen in the loosening of party bonds, in free criticism of party and political methods, and in the intelligent recognition, on the part of the people, of new powers and new responsibilities.

The author that I have quoted, rightly apprehends two of the crucial duties of present-day citizenship in America. The one is to rescue our elections from the hands of men who are willing to debase them; and the other is to rescue our industrial processes and progress from the irresponsible control of private ownership.

Let us briefly consider each of these political problems and what is being done to solve them.

The first of these is to be accomplished, as it would seem, by putting the whole process of nominations more directly into the hands of the people. But we must not be led to think that popular primaries and the Australian ballot are to be panaceas for all our election ills. We are somewhat too much inclined to expect panaceas or "cure-alls" for our political deficiencies. In those counties of this state where popular primaries for nominations now exist, I am not aware that political purity is any more

prevalent than in other counties which, like my own, still adhere to the old convention system. At the same time the people not only of Ohio but the country generally are undoubtedly in open and righteous rebellion against the system of nominations by rings, committees, and so-called bosses; and such nominations are fast coming to be not only unpopular, but the precursors of political defeat. Political organization is necessary and desirable; but a dominant political machine, dictating party nominations and party policy, with its power resting upon the blind obedience of men who are in politics for what there is in it, or upon men who, like "Hinkey-Dink" of Chicago, are able, by corrupt practices, to control large masses of ignorant and venal voters, has aroused the just antagonism of our people. In a close election where the thoughtful and patriotic men of the country are somewhat equally divided, unquestionably these corrupted voters may carry the day; but where the people see and apprehend a moral issue, such as the purification of our elections, they can be relied upon to put aside even party affiliation and political faith in order to do their duty as American citizens.

Regarding the rescue of our industrial life from the irresponsible control of private ownership, in other words, corporate ownership, the people are becoming daily more conversant with the true issue. They are not animated by any hostility to corporations as such, nor by any hostility to railroads as such, nor by any hostility to wealth as such, nor by any hostility to the free acquisition of money; but they are animated by hostility to the irresponsible use of the power of wealth, of railroads, and of great corporations to work injustice, to gain unfair advantages, and to break down the distinction between right and wrong. The people are well aware that the great industrial progress of our time demands great aggregations of capital in single corporations. They are aware that the consolidation of many railroads into one great system is in many respects advantageous not only in the management of the property but in meeting the demands of the business public for transportation facilities. But with the apprehension of these modern demands of industry there has also come an appreciation of the evils which

have resulted from this unrestrained struggle for wealth and power; and also of the method by which these evils may be combated. The remedy, however difficult it may be in application, especially if such remedy must be applied against the combined resistance of the corporations themselves, nevertheless seems theoretically simple. It asserts that, whereas these corporations derive their powers and privileges from the state, they owe to the state certain duties. That it is not only right but essential that the public which created them shall have the right so to regulate their management as that their power shall no longer be unrestrained and irresponsible; that they shall be held responsible to the public which created them. Along this line, therefore, of regulation lies the solution of this great question. Towards it these cor-



*JAMES PRYOR McVEY*  
*Director of the College of Music*

porations, or trusts as they are called, can assume either one of two attitudes. They may insist that they are private associations with the management of which the public has nothing to do, and that they have the right to exploit the public at will for their own profit; or they may acknowledge the rights of the public, and acquiesce in the popular demand for some reasonable accountability to the public.

The men who are in control of these great industrial aggregations are among the most shrewd, far-sighted, best educated, and most patriotic men in America, and I believe that when they become convinced,

first, that the American people are in earnest about this matter and, secondly, that they need fear no hostile raiding of their essential rights, they will be found aiding in every way in the attempt to bring about a wise, patriotic, and practicable solution of this problem.

Thus I have tried to show that the picture painted by the learned author I have quoted does not faithfully represent "The Future in America" so far as relates to our political life. No such dark and forbidding dilemma, as he conceived, confronts us. Neither the saloons nor the trusts are to dominate the political life of our country. Neither the semi-criminal poor nor the semi-criminal rich are to determine the



**CHARLES M. COPELAND, B. Ped.**  
*Principal of the Commercial College*

direction of America's future. But to that great class between (I will not give it the misleading title "middle class," for in it are found men and women of every class that deserves a name)—to that vast multitude of the thoughtful and patriotic men and women of America, working men of every grade, may safely be entrusted the destinies of the republic.

Let me appeal to you to make yourselves felt. It is not in the absorbed attention to your individual interests alone that you can do your duty in the hour of your country's need; you can at least take such an interest in politics as will show where you, and each of you, stand upon these and other great questions, and thus fulfill something of the duty of citizenship.

Surely there never was a time when this sort of citizenship was blessed with a finer

leadership than exists in our nation to-day. I think I may, in closing, even without infringing upon my promise, and upon the good taste of the occasion, and not suggesting any phase of partisan politics, so widely and universally is he esteemed and loved, at least be permitted to mention the name of President Roosevelt.

What is the secret of his great popularity and power? Is it not that the people recognize the strong moral element in his ideals and in his leadership? He may seem at times impulsive and hasty; he may at times seem to make mistakes; he may seem to lack poise, tact, and dignity; but deep in our hearts we know that deep in his character, inspiring his life, impelling his motives, controlling his conduct, dwells an abiding righteousness, a love of truth, a reverence for justice, a settled determination to do the right as God gives him to see the right. And so the people yield him their tribute of affection, devotion, and faith. And so, in some degree, will they admire and support any public man who displays moral courage and genuine devotion to public duty.

Let us one and all thank God that this is true. That with all our devotion to business and to commercialism, amid much that is venal and disheartening in our public life, nevertheless the great mass of our people are sound, true, and righteous; our political life and methods are growing constantly better while our public service is becoming purer.

If all this were not so, then politics and office would have indeed little or no attraction to right-minded men. But because it is true; because the people do entertain moral ideals in politics; and do appreciate any earnest attempt at genuine public service by men in public office, therefore you and I and all of us may eagerly take our part in the public life of our day rejoicing, in whatever station, loyally to serve our country and our time.

#### DOMESTIC CRITICISMS.

His Wife—"How forgetful you are, John! Everything I say to you seems to go in at one ear and out at the other."

Her Husband—"Yes, and everything you hear goes in at both ears and comes out of your mouth."

## EXTRACTS FROM THE ANNUAL SERMON

Delivered by

**PRESIDENT HERBERT WELCH,**  
Ohio Wesleyan University, Delaware, O.

(Philippians 3:14.)

"I press toward the mark."

Memory is at once a blessing and a burden. There is in the past value and solemnity, but likewise danger. We are easily inflated or disheartened by the recollection of former victories or defeats. The message of the apostle is appropriate to this occasion, for this is "Commencement." "Forgetting the things that are behind, I press toward the mark."

This is a world of progress, and progress is a mark of life. The student, the lawyer, the physician, the merchant, the teacher, the man dares not be contented with present achievement. He who is satisfied is doomed. Napoleon's terse word was, "The army that remains within its intrenchments is beaten." "Not as though I had already attained," the apostle puts it. "I count not myself to have apprehended." The prize is not yet won. The whole of life's possibility has not yet been grasped. Livingstone, dying in Africa after wonderful discoveries, cried, "Anywhere, if it be forward!"

The apostle, however, is not only energetic, but specific. "This one thing I do," says he; "I press toward the mark." His conception of life is not narrow, but it is definite. There is a shining goal which can be seen, and which is to be won.

This aim, again, is not only definite, but high. The victory is to win the prize of an "upward calling." How high the possibility of manhood reaches only eternity can reveal.

The very figure which Paul employs reveals his understanding of the strenuous nature of the really victorious life. He paints the picture of a runner "stretching out toward" a distant goal, muscle, brain, nerve, at utmost tension. And his picture is true to the facts, in the individual, in the nation, in the church. All great advances cost mightily. "Without the shedding of blood" there is nothing that is large and permanent.

This struggle, moreover, is to be a personal struggle. The things won by favor of friends, by birth, by circumstances, may be useful; but it is only the personal achievement which is creditable. To try, though one's effort seems feeble, to win something, though one's gains seem trifling beside those of another; this is success. If success were nothing more than wealth or fame, it might come from without, but real success is character and service. It is manhood, and manhood is built only from within. Forgetting the bright or dark things that are behind, ceasing to brood morbidly or to exult foolishly over the past, let us press in the personal and joyous struggle of life toward the mark set before us by the apostle, and by his Master, for the prize of that upward calling of God which comes to us in Christ Jesus.



**EMMA S. WAITE**

*Principal of the Training School*

## Alumni Address

### THE MORAL AND RELIGIOUS ELEMENT IN POLITICS

By George W. Reed, Class of 1888, O. U.,  
Uhrichsville, Ohio.

**ON**CE upon a time, to begin like the fairy story, the Eastern World grew dark. The hordes of savages and semi-savages from northern Europe and central Asia swept down on Greece and Rome and Gaul. War, destructive war—otherwise murder, robbery, rapine—was the recognized proper occupation for the most



enterprising and virile of mankind. The established nations found themselves robbed of their wealth, uncertain of their lives, forced to devote themselves to the martial protection of their families and firesides. Civilization, as we recognize it, was in eclipse and culture was at best a beautiful memory or a forlorn hope. The situation seemed equally dark, whether we view men physically, destroying and destroyed in ruthless war and swept away like insects by the noisome pestilence; or mentally, with creative power dead, books and libraries lost, and love of learning scarcely left alive; or morally, with hate recognized as a noble attribute, love meaning lechery, and virtue itself sunken to a form of vice.

But there was still one redeeming feature in the dismal human landscape. The Chris-

cause the church could still somewhat restrain the brutal hand of unrestricted power.

But conditions and duties and functions such as these could not but react upon the church. Necessity had compelled it to exercise ultimate governmental functions; and, like any other institution administered by man, the human element therein came to assert itself. The power at first assumed by the church in necessary fulfillment of its Divine commission was later seized and held by those who, acting in the church's name, were yet chiefly actuated by loss of power. Ecclesiastics came to rule the rulers of the nations. Oppression came to be identified with those who wore the priestly robe. The priests had saved the people from a secular tyranny only to fasten on them an ecclesiastical tyranny, ecclesiastical at least in name, that was scarcely more endurable. Secular government, indeed, had largely become an arm of power wielded by the church to enforce her demands and exert her influence.

And so came the Reformation—the mighty uprising against tyranny, whether secular or ecclesiastical—the tremendous assertion of the right of individual thought and individual life—the astounding protest of the Christian world against the assumption of Divine power by mere human agencies.

And I may be excused for breaking into my line of thought to suggest that it has been noted many times that the Protest was effective by those who stayed within the Romish church not less surely than by those who left the fold and founded a formal Protestantism—not less surely, but whether less effectively I do not stop to argue.

And again aside, I venture to suggest that the common thought is at fault which speaks of the Reformation as of the 15th or 16th or 17th centuries. It began as a well-defined movement back there, and we are as definitely in the midst of it to the present hour. I see no clear evidence of its approaching end by the completion of its work other than the consolidation of churches, the stilling of the noise of religious controversy, the centering of religious thought on the great essentials and, perhaps, the new and somewhat general rec-



*ALBERT A. ATKINSON, M. S.*

*Professor of Physics and Electrical Engineering*

tian church sometimes seeming utterly without power or prestige, sometimes sunk in prevailing vice, still flowered here and there, giving promise of human regeneration, at least it seems so in retrospect. The institution whose sole legitimate function it was to magnify Divine perfection, and to exemplify human brotherhood could scarcely be defiled by base conditions so as wholly to lose its power.

As a matter of fact, the church did ameliorate conditions from a governmental standpoint in two aspects, at least. Anarchy did not quite prevail because the church insisted that government is from God and may not lightly be attacked. Neither did unbearable tyranny become universal, be-

ognition by the churches of the essential one-ness of individual religion and individual morality, of national religion and national morality.

But to return to my line of thought.

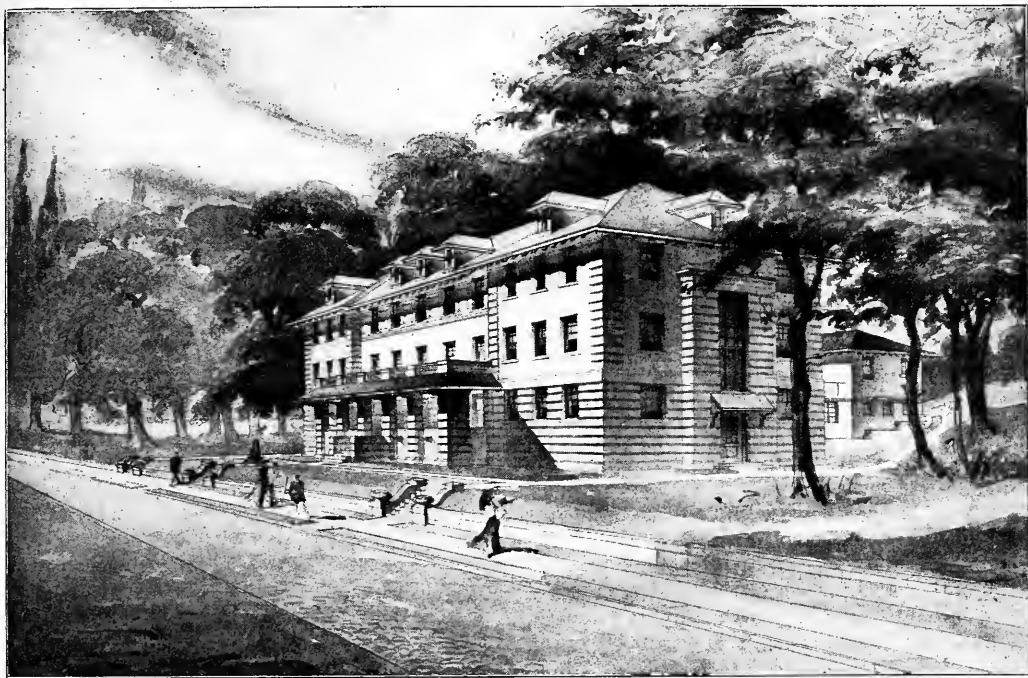
The reaction from ecclesiastical domination and priestly assumption, constituting the beginning and the very fact of the reformation, might well have been expected to result in a swing to the opposite extreme. And so it was. Protestantism in its assertion of the proper relation of church and state has proceeded through all the degrees, starting as it did with ecclesiastic control, thence through equal and parallel power, absolute separation and finally even to the utter disregard and neglect of civic duty in the church and the individual member thereof on the theory apparently that civic duty and civic obligation are utterly insignificant when put in contrast with religious duty and religious obligation.

It would be funny, if the legitimate result were not so serious, to listen to the preacher and religious teacher as he bewails the fact that the best men are not always in office, as he cries aloud that the moral interests of the state and nation are not put first in public thought as they deserve, as he points with accusing finger to the fact that a party political convention is

sometimes composed in larger part of men who would hardly feel at home in a house of prayer, whose sense of civic obligation has no part in the considerations which interest them in politics, and whose selfish desire for profit and preferment is the chief incentive to political activity. The ludicrous feature of the situation becomes apparent when we recall the fact that the chances are ten to one that the eloquent divine, even under the spell of his own philippic, has failed to remember that he himself has for a lifetime totally neglected his duty as a citizen, has perhaps never attended a primary or a convention, and has deliberately turned over to the less intelligent and less virtuous the very primary duty of himself as man and citizen. I have never been able to divest myself of the opinion that if I employ a notoriously dishonest man to carry my purse for me it is ridiculous for me to complain about my stolen gold. The most religious farmer is likely to learn that he cannot pray the weeds out of his corn-field nor pray the wheat into the granary. Yet the preacher and the deacon have been slow to learn an equally obvious truth, namely, that the way to do one's civic duty is to do it one's self, and that the way to clean the political field of noxious weeds is to get out and cultivate the same and not



*East View. Carnegie Library, Ohio University, Athens, Ohio*



*Boyd Hall, The New Dormitory for Women, Ohio University*

trust the cultivation to the hands of those who prefer the weeds and who can be relied upon to conduct themselves accordingly.

I beg leave to call attention again to the fact that I am seeking to emphasize the extreme to which we have gone in harmony with a perfectly natural politico-moral development, namely, the separation of church and state, even to the extent of separating the concepts of religious duty and civic duty in the mind of the individual man.

One consequence of this peculiar condition has been the separation of men to some extent into two classes, namely, those interesting themselves in moral and religious questions and those interesting themselves in political questions. In every town and every neighborhood are a hundred good men and true, who desire and intend to do right themselves, maintain and support the church, respond "amen" when the preacher prays for the powers that be and asks for wisdom for those in authority, but who know as little about an election, the questions to be settled and the men to be chosen, as the babe in the woods or the babe any

other place. Thus, too often the public affairs of the municipality, the county, the state, and the nation are left to be controlled by the selfishness, the avarice, and the ignorance of those who know not the meaning of civic duty or of civic righteousness. These men have found it to be the easiest of achievements to entice into a common political fold the innocent, unsophisticated churchman and the fellow who preys on the community by catering to its vice and immorality. The church people are easily and cheaply satisfied with fair promises often made and as often broken and then made again, while the vicious elements are at the same time easily content with quiet concessions and privileges, always to be withdrawn in the future, but meantime constantly enjoyed. The Scriptural injunction, "Be ye wise as serpents and harmless as doves" is thus literally fulfilled, the only practical difficulty being that one set of fellows plays the serpents while the other plays the doves.

A discriminating fellow-attorney of my home town has often said that for many

years the town's affairs were managed and controlled by a hard and fast combination, consisting of the Methodist church and the saloons. It is interesting to observe how nearly he hit upon the truth and how easily some astute gentlemen worked the pretty combination. I have the means of knowing that the church he named was not lacking in moral good intent, but rather in civic sense. And I also might add that I likewise have the means of knowing that my home town was not alone in enjoying the pleasant and joyful and peaceful fruits resulting from this lying down together of the lion and the lamb—with the lamb incidentally occupying an intermediate position.

The situation I have depicted as controlling some towns and cities differs not essentially from that which for many years subsisted in this state. For more than a score of years within my limited recollection and for how much further back I cannot say—and I pause to assert with painful emphasis by extreme youthfulness—for twenty years, I say, that I can easily recall, Ohio politicians had a simple, easy task. The preachers, the farmers, the churchmen, and the moralists were nicely plucked, tied up in bunches, and filed away in baskets, bales, and boxes like any other nice home-grown radishes ready for the market day. And just as the wise market gardener has nothing else to do on the eve of setting out to town except to slip out and run down a few spring chickens or, better still, toll them into close quarters with memory of past feeds and favors and others yet to come; so the skillful politician went over the state at the proper time before election day, fed with the corn and oats of pleasant reminiscences and palatable promises the "fun-loving Germans" and the nice, well-fattened liberty leaguers, and so filled up the measure of success. O, happy days! O, pleasant, pastoral pursuit! Who would desire to change a political life so secure and blest? How could a ruthless hand reach out to disturb conditions so delightful?

For many years, how many I have not the means of knowing, the executive committee of the Ohio Liquor League could quietly and safely dictate policy and candidates to both of the great political parties. If either became restive and assumed

an attitude of independence the remedy was easily found and easily applied. It is a principle easily understood and difficult to controvert that a political party is useful and admirable largely in the measure that it can carry elections. Here was a common platform on which could meet party manager and the men who had special interests to subserve and protect and at the same time, for a proper consideration, votes to deliver.

And so, for election after election and year after year, our good people voted tamely with their party, sent men to office pledged to treat the vicious interests tenderly, and then claimed and exercised the right of all good men—and good children—the right to petition for such laws as the free-



LEWIS JAMES ADDICOTT, B. S.  
*Professor of Civil Engineering*

man had the right to demand. But were they freemen? Perhaps they were, but foolish freemen at the best.

I have not been able to refrain from admiring the beauty and completeness of the organization which for so long presented an unbroken front, so certainly promised security to the participants, and so nicely cared for all the interests whose intelligence and effectiveness entitled them to consideration. Study for a minute the combination. Here were a large number of honorable and lucrative offices to be filled, in state and counties and great cities, offering comfortable salaries and enviable honors to men of ambition coupled with sufficient skill and capacity. Here were

many thousands of minor offices in village, township, and district in the public service and in party organization, each sufficient to gratify the pride and command the loyalty of some small local celebrity. Here also were some nine hundred thousand voters, nicely and safely divided into two equal and contending forces, so securely attached to the respective parties that nothing short of a political earthquake, apparently, could affect their beautiful allegiance; and here were another hundred thousand voters free and untrammelled as to party principles or party loyalty. Twelve to fifteen thousand of these detached voters were engaged in a business which three several times the people of Ohio had refused to give a legal



ELMER DUNKLE, A. M.

*Registrar of the University, and Professor of Greek*

status. This business was hated by the Christian because the saloon is a hot-bed of atheism; hated by the moralist because it laughs at morality as pharisaical; hated by the virtuous because it ministers to some vices and is allied with all others. Allied with these liquor dealers and constituting nearly all the remainder of the hundred thousand voters were the professional gamblers and those who minister to vice in still cruder and more offensive forms, as well as poor degenerates whose souls and bodies have been bought by these. These twelve or fifteen thousand men controlling thus one hundred thousand voters in a business so hated, feared, and despised, were thus in need of much. They needed protection, something that would take the place of the legal status that they were de-

nied, and the opportunity to carry on their business whether or not the people's interests were subserved, whether or not the people sought their death.

Here, then, were all the elements at hand to make a combination that should be safe and permanent and profitable. All that was yet lacking was the master mind that should, without cost or too much scandal, contrive to keep the nice good people out of practical politics and out of the range of reasonable political thought and investigation of affairs. All the rest would be easy, indeed, ready done to hand. And so arose the demand for the political boss—a man not bad, but selfish; not vicious, but complaisant; not corrupt, but susceptible; and above all things, plausible, astute, skillful. The demand was supplied, the boss was found; and now the combination is operating in beautiful and admirable harmony. The good people are convinced that their duty lies in the church and prayer meeting. At the utmost nothing more can be demanded of them politically than to vote at the general election, as always, without regard to primary or organization or sound policy. And so they are eliminated. The ambitious fellows are given offices or hopes of office. The liquor dealers and their allies in vice are given immunity and license. And all is well.

But no matter how well adjusted the parts of a machine may be, how perfectly its parts may fit, how smoothly the whole may work, how long the perfect adjustment may attract admiration; yet the time will come when some bearing will become worn, some friction will develop, some foreign substance will get into the journals.

So with this elegant political machine. Only a few years ago something began to go wrong. Good people began to grow restive and inquisitive. The suave bosses at once pointed out to the complainants the folly of interfering with so desirable a system as that in operation. Certain office-holders reminded them that humility and fasting and prayer and purity are the only real Christian virtues, and that the really good must not soil their hands with the dirt of practical politics. Yet so persistent was the spirit of inquiry and discontent that it began to seem to some that we were approaching another stage in the development

of the relations of church and state, of religion and politics.

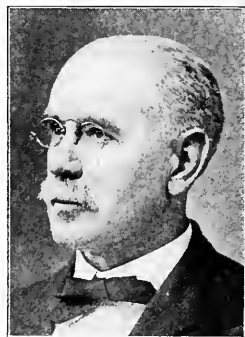
The Presbyterian general assembly spoke out plainly, advising the ministers and laymen of that great church to remember their duties as citizens not less than their obligations as Christians. Indeed, it seemed to suggest the horrid and revolutionary heresy that Christians ought to do more politically than simply vote in blocks. Some leaders even suggested that the work of certain political but non-partisan organizations should be specifically endorsed; and worst and most astounding of all, after a somewhat vigorous fight by the good staunch conservatives, the suggestion was adopted. At the same time the Methodists were likewise changing front, or rather were forming a front where theretofore was only ragged malformation. The recent general conference, to the scandal of all who believe in vested interests in business, society, religion, and politics, laid down a definite policy for that great church and its voting members on a question that is this minute, strange to state, both moral and political. The bishops of the same church in their formal address to the same great gathering, so far forgot the proprieties as to glory in the admitted fact that when a Methodist preacher takes his appointment certain vested business interests have a new enemy in town. Many Disciple churches, while their policy will not allow them to make a rule, yet enforce the rule that no friend or apologist of this same vested interest can be an official in the church.

And so, one by one, the evangelical churches are falling into line, taking position in the political arena and calling on the individual membership to think, as well as vote. Possibly even more astonishing and threatening, if possible, is the fact that even the Romish church, with all its special power and conservatism, is giving indications that it feels this new politico-moral movement.

No wonder those same astute bosses feel aggrieved when they discovered another semi-independent political organization in the field besides the Liquor League. The life-long simplicity of management is threatened. The beautiful regularity of the machine is being lost. The nice adjustment of "give and take" between two influential

bodies seems to be forever gone. Not only different men, but sometimes different kinds of men, are seeking for public offices and sometimes reaching them. Those who were formerly satisfied with promises now demand fulfillment. Alack! Alas! The times are out of joint.

It may be suggested that all this movement of the churches and churchmen and moralists is only a spasm of protest against the abominations of the open saloon, and that the Anti-Saloon League is only a passing phenomenon. It may be so, but if it be so, then I have read the trend of moral progress wrong. If the saloon shall go, as go it may and surely ought, its going will mean to me chiefly an



FLETCHER S. COULTRAP, A. M.  
*Principal of the State Preparatory School*

unmistakable evidence that Christianity has again become an active political force, not operating as it did five hundred years ago by exercising directly governmental power, but by urging and influencing the individual member and adherent to open his eyes, to do his own work as a citizen, and to cease blaming others for doing ill what every principle of right and sense demands that he shall do himself.

I do not look for perfect government at once. I am not expecting the millennium to-morrow; but I do hope and expect in my lifetime to see a considerable further development in the tendency which I think I can see plainly in the politics of the last dozen years in the direction of a new and active participation in government by our intelligent, moral, Christian citizenship.

That such participation would be most wholesome I need not stop to argue. Under a government having such a form as ours, at least, nothing but intelligent voters can give intelligent administration; nothing but wisdom at the polls can insure wisdom in the legislative halls and on the judicial bench; nothing but virtue in the individual citizen can insure virtue in the highest places in the nation.

The wisest of men had surely in mind not a ruler, but a people, when he declared the eternal truth, historical as well as inspired, that "Righteousness exalteth a nation, but sin is a reproach to any people."



*C. L. MARTZOLFF, B. Ped.  
Alumni Secretary and Field-Agent*

### Fourth-of-July at Ohio University

#### PROGRAM OF EXERCISES.

Open-air Concert.....Athens Band  
America.....Congregational Singing  
Prayer.....Dean Edwin W. Chubb  
Opening Address...President Alston Ellis  
Oration...Mr. J. P. Wood, jr., Athens, O.  
Columbia.....Congregational Singing  
Oration..Hon. E. A. Tinker, Chillicothe, O.  
Vocal Solo.....Mr. Charles Whitcomb  
Address.....Hon. Emmett Tompkins,  
Columbus, O.  
The Star-Spangled Banner....Male Quartet

## Introductory Address

BY PRESIDENT ALSTON ELLIS.

IT will be a sad day for this country when our people lose interest in an occasion like this. There are different ways of doing things; different viewpoints from which things can be seen. I am not here, this morning, to hurl indignant words at those whose conception of civic duty does not rise above the noisy demonstration and senseless claptrap that too often mark the celebration of this day.

Ruskin, in "Kings' Treasuries," uses the following language: "I think the two sorrowfullest spectacles I have ever seen in humanity, taking the deep inner significance of them, are the English mobs in the valley of Chamouni amusing themselves with firing rusty howitzers; and the Swiss vintagers of Zurich expressing their Christian thanks for the gift of the vine by assembling in knots in the towers of the vineyards and slowly loading and firing horse-pistols from morning till evening. It is pitiful to have dim conceptions of duty; more pitiful, it seems to me, to have conceptions like these of mirth."

The thought that is uppermost in the minds of most of us gathered here to-day is that our public holidays ought to be something more than occasions for pleasure-seeking and noise-making. February 22nd, Memorial Day, the Fourth of July, and Thanksgiving Day ought to mean more to us than they do. Booming cannon, cracking pistols, and the din of fire-crackers suggest nothing but the senseless observance of a custom having connected with it certain barbaric elements. There are those of our people who see nothing incongruous in arranging for picnics, balloon ascensions, ball games, horse races, and prize fights on our sacred and patriotic days.

Years ago, one of our distinguished statesmen suggested that this day should be ushered in by the booming of cannon, the ringing of bells, and the noisy acclaim of the people mingled with the strains of martial music; but

"New occasions teach new duties,  
Time makes ancient good uncouth."

Years ago, when the echoes of Revolutionary strife were louder and nearer than they are to-day, it was but natural that our national birthday should bring the people to a celebration marked by boastful speech and warlike exhibition. When I was a boy, the Fourth of July brought a day when the American Eagle was represented with spread wings, flaming eyes, and sharpened talons, hovering over the prostrate and cowering form of the British Lion. The battles of the Revolution were described by impassioned orators. The lasting and renowned victories of peace were without a spokesman. The youthful imagination was kindled against the mother country—the cradle of our own liberties—and an ardent longing for another trial-at-arms with our brethren across the Atlantic was engendered by the teachings of the day.

We are far enough away from the events at Lexington and Yorktown, and those that intervened, to view our struggle for national independence with truer vision and more enlightened judgment. The animosities of that momentous struggle have been weak-

ened by time. The oppression of the colonies by the mother country was without justification; yet it proved the precursor of our national existence. It led the representatives of a people, well-informed as to their personal and civic rights, to declare that the united colonies were free and independent states and absolved from all reliance upon and allegiance to the British crown. •

Thinking people in this country now recognize that a war between Great Britain and the United States would be a worldwide calamity. The civilization and well-being of the age—the dearest hopes, for the future, of God's children everywhere—rest in large measure upon the activity, thought, and achievements of English-speaking people the world over.

Whence came the spirit that enabled the author of the Declaration to affirm the self-evident truths "that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are *life, liberty, and the pursuit of happiness?*" The answer is not far to



*The Hock Hocking River as Seen from the South Bridge*



*A River Scene*

seek by the reader of history. Go back to the banks of the Runnymede, in 1215, and see the outcome of the first united effort of those of our own race and blood to wrest from the strong hand of tyranny some semblance of individual freedom. Note the proceedings of the English parliament, in the reign of Charles I., when the Petition of Right was passed as a stern and determined remonstrance against royal usurpation of a power destructive of the liberties of the people! Blind resistance to the popular will, as expressed in these memorable articles, overturned a throne and brought a king's head to the block. What lessons of political wisdom were learned by the framers of our early state papers—whose contents should be more familiar to us than they are—from that Bill of Rights given to the world when their English forbears sent one king into exile and placed one of their own choosing in his place?

The throne of England has been hedged about by no "divine right of kings" since the glorious and bloodless Revolution of 1688. English-speaking people to-day, wherever dispersed upon the globe, are the standard-bearers of liberty bounded by law. Fittingly did Lord Chatham call the Great Charter of 1215, the Petition of Right of

1628, and the Bill of Rights of 1689, the "Bible of English Liberty." The principles of liberty and government set forth in these far-famed documents are a priceless heritage to us, as well as others of our race Worthy to be read and studied in connection with them are the old Articles of Confederation, the Constitution of the United States, the Ordinance of 1787, and the organic law of our own goodly state of Ohio.

Racial differences of action in response to the enduring sentiment of patriotism God-implanted in the human mind are manifest in the way by which the English people conducted their Revolution in 1688 and in that by which the French people overturned the established order of things a century later.

"O, Liberty, what crimes are committed in thy name!" exclaimed Madame Roland as she approached the place of execution. From the storming of the Bastille to the period of the Directory, France was the scene of unspeakable horrors and atrocities. The reins of power grasped from the impotent hand of monarchy were held awhile by men like Lafayette and Mirabeau. Their moderate course and words of caution met with no approval from those who soon banished them from rule and in-

stituted the "Reign of Terror." "Oh, bloodiest picture in the book of time!" The words *liberty*, *equality*, and *fraternity* meant nothing that Freedom could approve when coming from the lips of a Danton, a Marat, or a Robespierre.

It is said that revolutions never go backward. That depends upon the principles in defence of which they have their inception and the agencies called into being and utilized in their management. France, to-day is called a republic; but it is so but in name. Governmental reform and law-bound liberty have taken no backward steps in England since James II. threw the Great Seal of the kingdom into the waters of the Thames and fled for protection to the court of his cousin, Louis XIV., of France.

In the life of our government, it is perhaps better to bear some of the ills we have than to flee to others that we know not of. It would be strange, indeed, were our governmental life beyond the pale of just criticism; yet, with its admitted perfections, be they few or many, our government is the freest and best instituted by men upon the earth. Our duty is manifest. "This lovely land, this glorious liberty, these be-

nign institutions, the dear purchase of our fathers are ours; ours to enjoy, ours to preserve, ours to transmit."

When a boy, in a country school, I read for the first time, and not with absorbing interest, I must confess, the verse of Sir William Jones, entitled, "What Constitutes a State?" The burden of the different stanzas is that the *men* in a state are its greatest strength or weakness:

*"Men, high-minded men,*  
With power as far above dull brutes *indued,*  
In forest, brake, or den.  
As beasts excel cold rocks and brambles  
rude;  
Men, who their duties know,  
But know their rights, and, knowing, dare  
maintain,  
Prevent the long-aimed blow.  
And crush the tyrant while they rend the  
chain;  
*These constitute a state."*

Bacon calls Religion, Justice, Counsel, and Treasure the four pillars of government. When these are weakened or shaken, he adds, men need pray for fair weather. Schlegel, a German thinker and philosopher,



*The Old Swimming Hole*



*View from the Commercial College Rooms*

says that there are five essential and eternal elements in human society—the Home, the School, the Guild, the Church, and the State. Let these elements be harmoniously developed in a state,

“And sovereign law, that state’s collected will,  
O’er thrones and globes elate,  
Sits empress, crowning good, repressing ill.”

“Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged,” is language quoted from the famous “Ordinance of 1787,” and from the Constitution of Ohio. Patrick Henry asserted that the great pillars of all government and social life are Virtue, Morality, and Religion. In that magnificent eulogy upon Adams and Jefferson, Webster describes in stately periods the greatness of our country—its wide-reaching, fertile soil; the ocean that washes our shores and the waterways which bear our inland commerce; the natural resources waiting the thinking brain and the hand of labor for their productive

development; and the very skies that seem to bend in benediction over us—and then he adds with effective vigor: “But what are lands, and seas, and skies to civilized man, without society, without knowledge, without morals, without religious culture; and how can these be enjoyed, in all their extent and all their excellence, but under the protection of wise institutions and a free government.”

James A. Garfield, in an address before the Geauga county, Ohio, Historical Society, delivered Sept. 16, 1873, made use of the following language: “The three great forces which constitute the strength and glory of a free government are the family, the school, and the church. \* \* Where these three combine in prosperous union, the safety and prosperity of the nation are assured. The glory of our country can never be dimmed while these three lights are kept shining with an undimmed lustre.”

Individual experiences and the world’s records teach that extent of territory does not measure much of vital importance. Africa is of wide reach and varied topography. China and India teem with a native

population fit only to be despoiled of their territory and brought under foreign domination. A census-taker may count heads, but his most elaborate report fails to disclose what these heads contain.

Greece was not a large country, Athens was not a large city; but the "Eye of Greece," as Athens was called, is not yet dimmed, her supremacy in mind and art is still recognized. Wendell Phillips, in his lecture on Toussaint l'Ouverture, delivered in 1861, speaks thus of Hayti, the scene of the black patriot's remarkable career: "I know it was a small country; it was not as large as a continent; but it was as large as that Attica, which, with Athens for its capital, filled the earth with its fame for two thousand years. We measure genius by quality not by quantity." The reasons for Greece's overthrow may not be stated here; little of her former prestige remains save in her contributions to literature and art.

"The isles of Greece! The isles of Greece!  
Where burning Sappho loved and sung,  
Where grew the arts of war and peace,  
Where Delos rose and Phoebus sprung!  
Eternal summer gilds them yet,  
But all, except their sun, is set."

Rome became the conqueror of Greece

and the inheritor of much of her pre-eminence in culture and thought. If we look to Greece for world-renowned works of literature and art, we look to Rome for laws, institutions, and systems of government. At the time of Christ, the Roman Empire was greater in extent, and greater in population, than the United States of to-day. Her downfall is one of the most tragic events recorded in history. Miss Mitford, in verse, makes Rienzi, the patriot of Rome in the Fourteenth century, to say:

"Yet this is Rome,  
That sat on her seven hills, and from her  
throne  
Of beauty, ruled the world; \* \* \*  
Why, in that elder day, to be a *Roman*  
Was greater than a *King!*"

Byron, in *Childe Harold*, tells of Rome's humiliation in the following lines:

"The Niobe of nations! there she stands  
Childless and crownless in her voiceless  
woe,  
An empty urn within her wither'd hands.  
Whose holy dust was scatter'd long ago."

An area like that of New Hampshire would almost cover Palestine, whence came the Christian civilization that now rules the earth. From Dan to Beersheba meas-



*Soldiers' Monument, Ohio University Campus, Athens, Ohio*



*Campus View, Ohio University*

ures a distance no greater than that between Athens and Cincinnati. The Jordan river, of sacred memory, is an inconsiderable stream only 120 miles long. The famed Sea of Galilee, or Lake Tiberias, is a sheet of water about the size of Lake Chautauqua.

The original home of the English, a people who now dictate laws and institutions to nearly a third of the inhabitants of the globe and whose sway is undisputed over one-fourth of the land surface thereof, is an insignificant territory against whose eastern and western limits roll the waves of the Baltic sea and the German ocean. New Jersey covers more of the earth's surface than does Schleswig-Holstein. The whole surface could be sunk in Lake Erie and lost to sight.

"The true vitality of a nation," says Whipple, "is not seen in the triumphs of its industry, the extent of its conquests or the reach of its empire; but in its intellectual domain. Posterity passes over statistical tables of trade and population to search out the records of the mind and heart." Says Sir John Lubbock: "The true glory of a nation does not consist in the extent of

its empire, in the fertility of the soil, or the beauty of nature; but rather in the moral and intellectual pre-eminence of its people."

Ruskin expresses himself with equal truth and greater vigor: "We are continually assuming that nations become strong according to their numbers. The strength is in the men, and in their unity and virtue, not in their standing room; a little group of wise hearts is better than a wilderness full of fools; and only that nation gains true territory which gains itself." Burke says that a great empire and little minds go ill together.

"You will do the greatest service to the state," says Epictetus, "if you raise not the roofs of the houses, but the souls of the citizens; for it is better that great souls should dwell in small houses rather than for mean slaves to lurk in great houses." "'Tis pedantry to estimate nations by the census, or by square miles of land, or other than by their importance to the mind of the time," is the thought of Emerson.

Luther and Lowell express themselves with equal force and truth: "The strength and glory of a town does not depend on its

wealth, its walls, its great mansions, "its powerful armaments; but on the number of its learned, serious, kind, and well-educated citizens." (Martin Luther.) "The real value of a country must be weighed in scales more delicate than the Balance of Trade. \* \* \* The measure of a nation's true success is the amount it has contributed to the thought, the intellectual happiness, the spiritual hope and consolation of mankind." (Lowell.)

Education has stood in the van of our progress as a nation. It has been the steady light to illuminate the dark places in our career as a people. From the Mayflower, with John Carver and his liberty-loving, solemn-vizaged associates, to the Constitutional Convention, with Washington, Franklin, Hamilton, Madison, Randolph, and others, through the storm-and-stress period of our civil war, on down—or up—to our modern governmental life with its triumphs of arms and diplomacy, education has been our chief tower of progress, safety, and honor.

The early fathers of New England gave the world an example of "plain living and high thinking," coupled, it must be admitted, with something of bigotry and fanaticism. Yet with all their faults, we respect, we honor, we love them still. The coming years will doubtless never bring a body of men more respectable and respected upon this planet than they. They were the fore-runners of much of the learning and the liberty now enjoyed on this continent. To them we owe the establishment of the first schools, the founding of the first college, and the setting up of the first printing-press on the Western hemisphere. Their first surroundings were most gloomy, most inhospitable, most unpromising. In "The Landing of the Pilgrims," Mrs. Hemans describes the outlook before the little band in the Mayflower as the vessel lay at anchor, after its trying passage over the Atlantic:

"The breaking waves dashed high  
On a stern and rock-bound coast,  
And the woods against a stormy sky  
Their giant branches tossed."

Fittingly could Everett say that John Robinson, with the simple training of a rural pastor in England, when he knelt on

the shore of Delit Haven and sent his little flock upon their Gospel errantry beyond the world of waters, exercised an influence over the destinies of the civilized world which will last to the end of time.

Whittier's "Our State" contains a description of conditions that have ever marked Puritan life in America since that memorable December day, nearly four hundred years ago, when John Carver and his associates assembled in the cabin of the Mayflower to map out a system of government for the colony they had come to establish:

"Yet, on her rocks, and on her sands,  
And wintry hills, the school house stands,  
And what her rugged soil denies,  
The harvest of the mind supplies."

\* \* \* \* \*

"Nor heeds the sceptic's puny hands,  
While near her school the church spire  
stands;

Nor fears the blinded bigot's rule,  
While near her church spire stands the  
school."



*The Old Beech in Winter Garb*

President Roosevelt was the speaker of most prominence at the exercises held in commemoration of the "Louisiana Purchase," at St. Louis, Mo., April 30, 1903. Among the many thoughtful utterances found in his address, the following passage, bearing upon one phase of the sub-

*Women's Hall**Ewing Hall and West Wing*

ject I am attempting to consider, may appropriately be made the concluding sentence of this address: "We justly pride ourselves on our marvelous material prosperity, and such prosperity must exist in order to establish a foundation upon which a higher life can be built; but unless we do in very fact build this higher life thereon, the material prosperity itself will go but for very little."

### PRESENT-DAY PATRIOTISM

Extracts from the Oration Delivered by  
**MR. JAMES P. WOOD, JR.,**  
of Athens, Ohio.

We have met at this time to celebrate the birthday of a nation. This day has always had an inspiration for me and as the years go by my appreciation of what the day stands for and commemorates has grown. There are many things, no doubt, which this event suggests to all of you, but in the short time that I shall speak it will be my endeavor to say something about what I choose to term Present-Day Patriotism.

When the Declaration of Independence was signed, it marked a sublime epoch in human affairs; as such it has retained its place in history; as such it will maintain itself as long as human interest in human institutions shall endure. On each anniversary of that memorable date a great people have voiced their gladness and confirmed their faith that growing time should neither obscure its luster nor discredit the sincerity of its observance.

It would indeed be vain in me to at-

tempt to recount, on this occasion, the manifold blessings that have accrued to us as a result of that remarkable incident in our nation's history. And yet is it not well that we should pause, at such a time, forgetting for the moment our own cares and joys and sorrows and reflect upon the great struggles of our forefathers—endured by them that you and I might enjoy this day? A reverent spirit has explored the lives of those men who took part in the mighty achievements of this nation's infancy; has revealed their characters and exhibited to an admiring posterity the purity of their motives; the sagacity, the bravery, the fortitude, the perseverance which marked their conduct, and which secured the prosperity and permanence of their work. The history of liberty, the struggle of men to be free, the great sacrifices that have been endured for the cause of freedom, ever command our closest attention and stir our deepest sympathies. We live in a country whose very birthright is liberty and whose form of government is more favorable to its diffusion and growth than any the world has elsewhere known. But this inheritance was gained on bloody battle-fields and is a treasure most dearly won.

We celebrate the return of the day upon which our separate national existence was declared, the day when the momentous experiment was commenced, by which the world, and posterity, and we ourselves were to be taught how far a nation of men can be trusted with self-government—how far life, liberty, and property are safe, and the progress of social improvement is secure, under the influence of laws made by those who are to obey them; the day when for



the first time in the world, a numerous people were made a separate nation, organized on the principle of the political equality of all the citizens. How completely have the hopes of our founders been realized; how worthily has each successive generation kept the trust; let the growth and prosperity of our native land and the security of our own firesides attest. Indeed they builded higher than they knew. The American to-day, in any part of our land, who could be insensible to the glorious triumphs of his country, who is unmindful of the great debt he owes to those who have gone before, and whose soul does not thrill with pride and patriotic devotion as he ponders upon these things, becomes unworthy of the blessings he enjoys. A nation in which individual effort has its greatest reward; a country with opportunities unbounded is ours.

Oh, what a splendid, noble, and sacred heritage has come to us! And now in that unending and unceasing march of time which calls forth a new generation of men to perform their part in the world, we are summoned to appear. There must be no retreat. We must not falter in the great advance. Could we afford to have it said of us that we were recreant to our trust

or so ignoble as not to assume the responsibilities that have been thrust upon us?

The question which confronts you and me this day, should be, and is, I take it, what contribution can we make? What can we add to our country's glory? A nation's greatest battles are not always those waged upon the battle-field. The preservation of its internal life is more important to my mind than the repulsion of a foreign foe. In this age of increasing business activity, and in the mad scramble for personal gain, have we not, in some degree at least, developed a spirit of indifference towards our political life? Have we exercised the sacred right of suffrage with the eagerness and caution which should be given it? Have we concerned ourselves sufficiently with the great economical problems of the nation? Have we done our part to further those measures and reforms which have been for our country's betterment? Have we joined in the fight against all that which tends to degrade and corrupt our official life? If we have not done all this, and more, our duty has not been performed.

In this nation of ours, where each citizen forms an integral and equal part, each one of us should have a share in the re-



*Art Studio*



*Art Studio*

sponsibilities of the government; each one should be, in a sense, its debtor, and each should bear a portion of its burdens. The American people have never been found wanting when called upon to meet a great political or moral crisis, and yet when not stirred by some grave and present need, the large majority of us, I fear, are inclined too much to entrust its destinies to others and to content ourselves with but a languid and passive interest.

This attitude of indifference is, I think you will all agree, a real menace to our national life, and one which we should all do our part to eliminate. I should not have the slightest fear, indeed I should have the greatest confidence in my country's future and her continued leadership among nations, if each of its citizens would do that which lies in his power to do, in the furtherance of civic righteousness.

It is exceedingly unfortunate that politics should be regarded in any quarter as an unclean thing, to be avoided by those claiming to be educated or respectable. Corruption in politics cannot maintain itself against an active and aggressive disapproval of the people. Such a condition can only endure because of our own toleration and inaction. It is well known that

a tendency exists among some misguided people of our land to look upon their government as the giver of private gifts and to seek through its agencies unmerited preferment and ease. Those of you, who in college and in educational pursuits, have had an opportunity to study the mission of our institutions and who, in the light of history, have learned the danger to a people of their neglect of the patriotic care they owe the national life entrusted to their keeping, should be well fitted constantly to admonish your fellow-citizens that the usefulness and beneficence of our form of government can only be preserved through their unselfish and loving support and their contented willingness to accept in full return the peace, protection, and opportunity which it impartially bestows.

The same rules which fix the estimate of an individual character in a community, determine the standing of a nation in the civilization of the world.

In a country like ours, with its varied interests, a spirit of conservatism is essential, and you should, because of your opportunities, be better fitted constantly to admonish against popular rashness and excess. When selfish interests seek to prostitute our government to secure private



*The Typewriting Room*

benefits, and the national dishonor is threatened, you should be among the first to cry out against its infamy. When unscrupulous partisans seek to excite the popular mind so that class hatred is engendered, and sectional anger is aroused, you should be among the first to lift a warning hand and plead for moderation.

The opportunity for bettering our national existence is open to all of us and our lives can be made beautiful through an unselfish and loyal service to our country's needs. Some one has said that it is good and sweet to die for one's native land. I

regard it as equally true that, for us, it is a glorious thing to live for one's native land. And so I urge upon you to-day more constant and active participation in public affairs—I appeal to you for a full citizenship. Be not content in proclaiming the virtue of a noble ancestry. Be a constant, an active, a loyal, and a present-day patriot.

The spirit of the nation is at its highest; its formative period is past; its responsibilities as a world power are fixed. It already stands an exemplar to weak and struggling nations. May it grow in majesty and power, and its course be ever onward and upward and pleasing in the sight of God!



*The Bank in the Business Room*

## KNOWLEDGE; OR THE PROGRESS OF MANKIND.

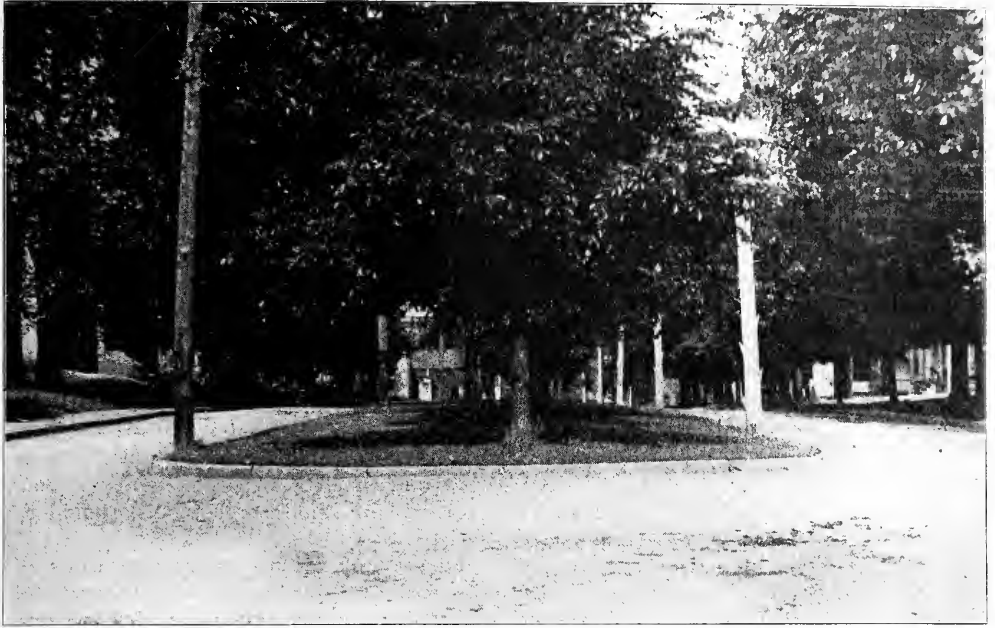
An Oration by  
HON. E. A. TINKER,  
Chillicothe, Ohio.

Ignorance is weakness; knowledge is strength. This is the lesson of all the ages. It is written in living characters in the history of the race. Trace the path of mankind backward as far as human research has been able to go, and you will find this truth written upon every record.

Trace history back to the borderland of myth; then with the antiquarian, pressing into the regions of the dim unknown



*The Recitation Room for Stenograph*



*Park Place, Athens, Ohio*

search for the ruins that have been hidden by the dust of ages, and study the inscriptions which have been traced upon their walls. From all these we learn much of the peoples of the past; and all add their weight of evidence to the proposition that man's ability to do anything of lasting good for himself, for his fellows, and for the succeeding ages of mankind is in direct proportion to his knowledge.

Knowledge has been of slow and reluctant growth. Its roots have penetrated but slowly the rocky soil of the unknown, and the great facts which are hidden there have been assimilated, one by one, with long and barren intervals between.

The race has had its infancy as has the individual. In the infancy of the race it knew but its animal wants. It has the animal instincts to gather food and to seek shelter, but it had in addition capabilities to reason, to acquire knowledge; and man diverged from the rest of the animal kingdom just as far as he exercised his capacity to reason and to acquire and use knowledge. Other creatures had the same instincts for self-preservation as had man, but they were incapable of advancement, of

learning from the successes or the failures of others; but each after its kind continued to seek and find the means of sustaining its own existence. Man alone, endowed with the added attribute of reason, has been capable of advancement.

Man's first great school was the world of matter with which he was surrounded; experience of failure or success, his only teacher; his inherent capability for reason, his only stimulant.

The first lesson which he learned was that of supplying his absolute physical wants. After that he turned his attention to the development and to the gratification of the inherent social tendencies. Thus came at last the institution of the family, the tribe, the nation.

But not only was there inherent a social but a religious tendency as well. The first rude expression of this religion was the worship of the forces of nature with which he was surrounded. Sun and moon, wind and wave, mountain and stream and forest, had over him and his a power which he could neither resist nor comprehend. His ignorance was his weakness. It made him the victim of superstition; of the fears and

fancies of a superstitious age. And hence he prayed to the unreplying matter that followed in the path laid down by nature's law.

We have learned since then of the works of God, we have learned since then of the laws of nature, and our knowledge has given to us the strength to avoid many of the superstitions of that age. But so long as anything of mystery remains, so long as God is in the shadow of the unknown, man's superstition will live and will feed and flourish on his ignorance.

Mankind was placed in this world with the great rebus of nature which it, through the perplexities and the efforts of the ages, must solve. In the childish mind of Sir Isaac Newton existed the capacity for the discernment of the principle of gravitation; but years of study and of patient effort were passed before he did discern and formulate the existence of that great law. As bud and blossom and ripened fruit exist in seed and soil before time and season and the toil of cultivation have vitalized them, so it may be said that all of human knowledge existed potentially in the mind of primitive man, needing but time and trial

to make it manifest. The problem of the ages has been to transform possibility into reality, to adapt seed to soil, to discover the hidden secret of the great rebus of nature.

With such a beginning and such a problem human progress has necessarily been slow. With timid and uncertain step the infant race began the quest of the unknown, but gradually it learned to poise itself and with more certain tread to travel the uneven path. The period of absolute barbarity must have been long indeed; that of semi-civilization of great though less duration; and after these, with the human intellect awake, with the mind equipped with centuries of thought, it is but a law of all progression that the progress should be rapid; that the advancement, combining the force of unnumbered minds, should be resistless.

From explorations among the ruins of the early and pre-historic civilizations of the Asiatic and Egyptian peoples, we find that in certain departments of human knowledge and achievement they had reached a degree of perfection marvelous even to us in the present age. The sombre



*University Terrace, Athens, Ohio*



*Children of the First Grade Ready for Their Morning's Work in the Garden*

temples, the sculptured obelisks, the majestic pyramids of Egypt, the palaces, the walls, the aqueducts, the hanging gardens and all the pomp and splendor of Babylon and Nineveh, have left to succeeding ages the records of laborious industry and finished art, the results of which have filled the modern world with astonishment and with admiration. The people of those times were the world's great builders, whose structures have defied the corroding hand of time.

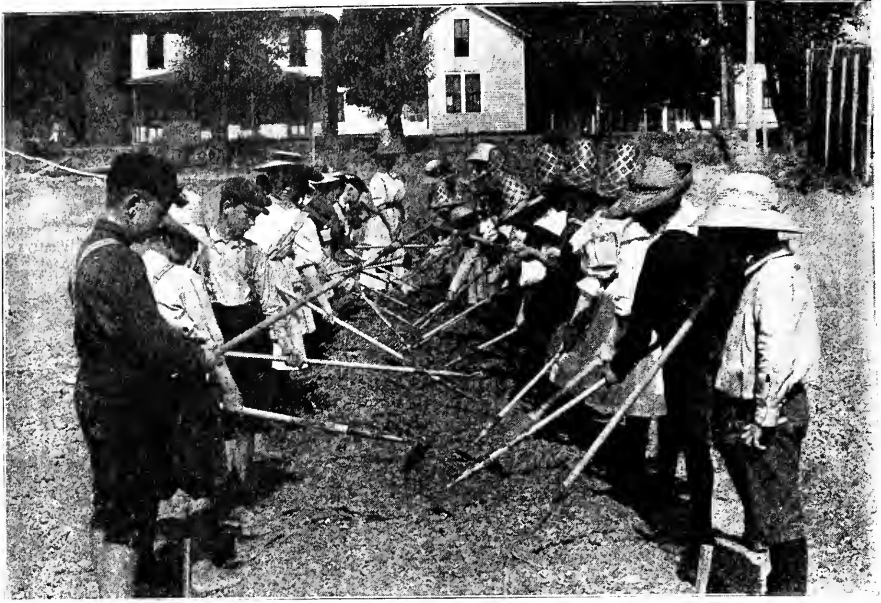
The merchant princes of Tyre and Sidon

sailed as far as Spain and Britain and not only opened up a trade with our barbarian ancestors, but carried the arts of ship building and of writing to the then most distant parts of the world. These arts, commerce the great civilizer and writing the great preserver, became the parents of a higher culture and civilization.

But the civilization of these commercial cities, as well as of the ancient kingdoms of the eastern world, was narrow. Through the darkness that hedged it in, with but here and there a ray of light upon its path,



*A Group of Teachers and Students Taking the Courses in Botany and Nature Study*

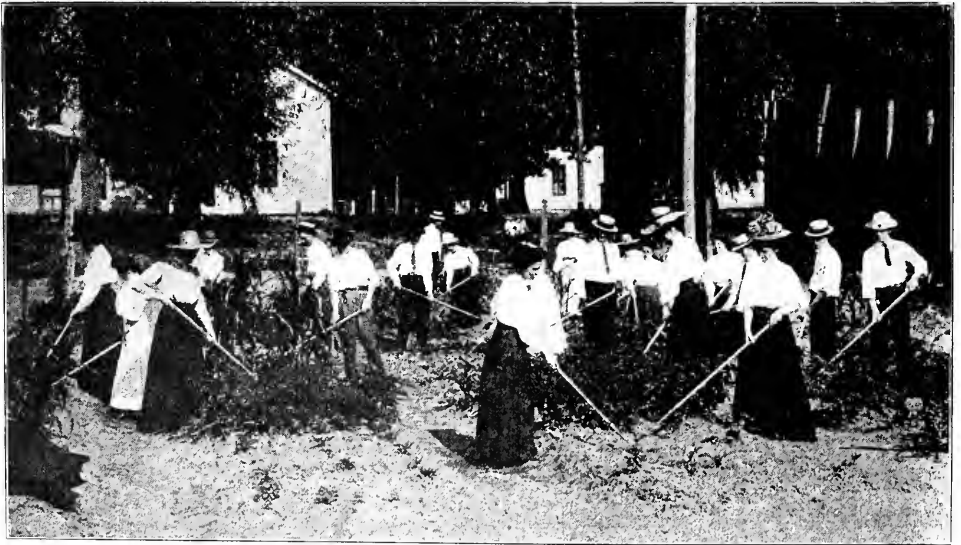


*Fourth-Grade Pupils Preparing a Bed for Garden and Flower Seeds*

the mind of man was groping its uncertain way. Ignorance and superstition upon both the civil and religious thrones governed with the most despotic hand. Generation after generation of unceasing toil under such control, directed to the accom-

plishment of great public works, might well produce vast results; but while these results compel our admiration, they at the same time fill us with sorrow that human flesh and blood should have been so cheap.

Unfettered by the restrictions which had



*Summer-School Students in the School Garden*

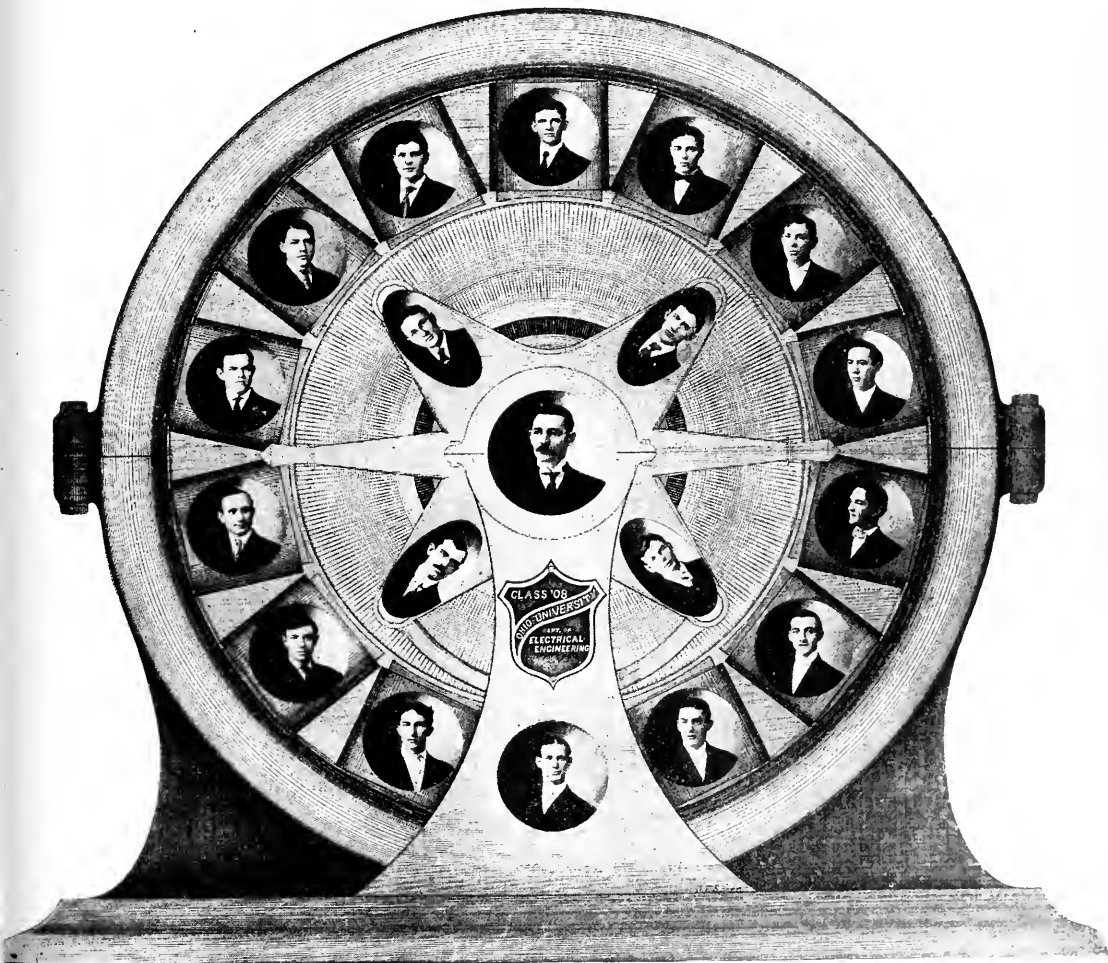


bound other nations and civilizations, with freedom and activity of life and institutions, arose the civilization of the Greeks. With them thought took a wider range. To architectural skill, which had been the fruit of former ages, they added a grace all their own. They chiseled marble into forms of beauty. They gave to philosophy a Plato, a Socrates, and an Aristotle; to poetry a Homer; to oratory a Demosthenes—"men whose fields of fame are the pilgrim shrines of a world's devotion."

Rome, adopting Grecian culture, developed the genius of government. Here were developed the administrative faculties of man, and the result was a system of order

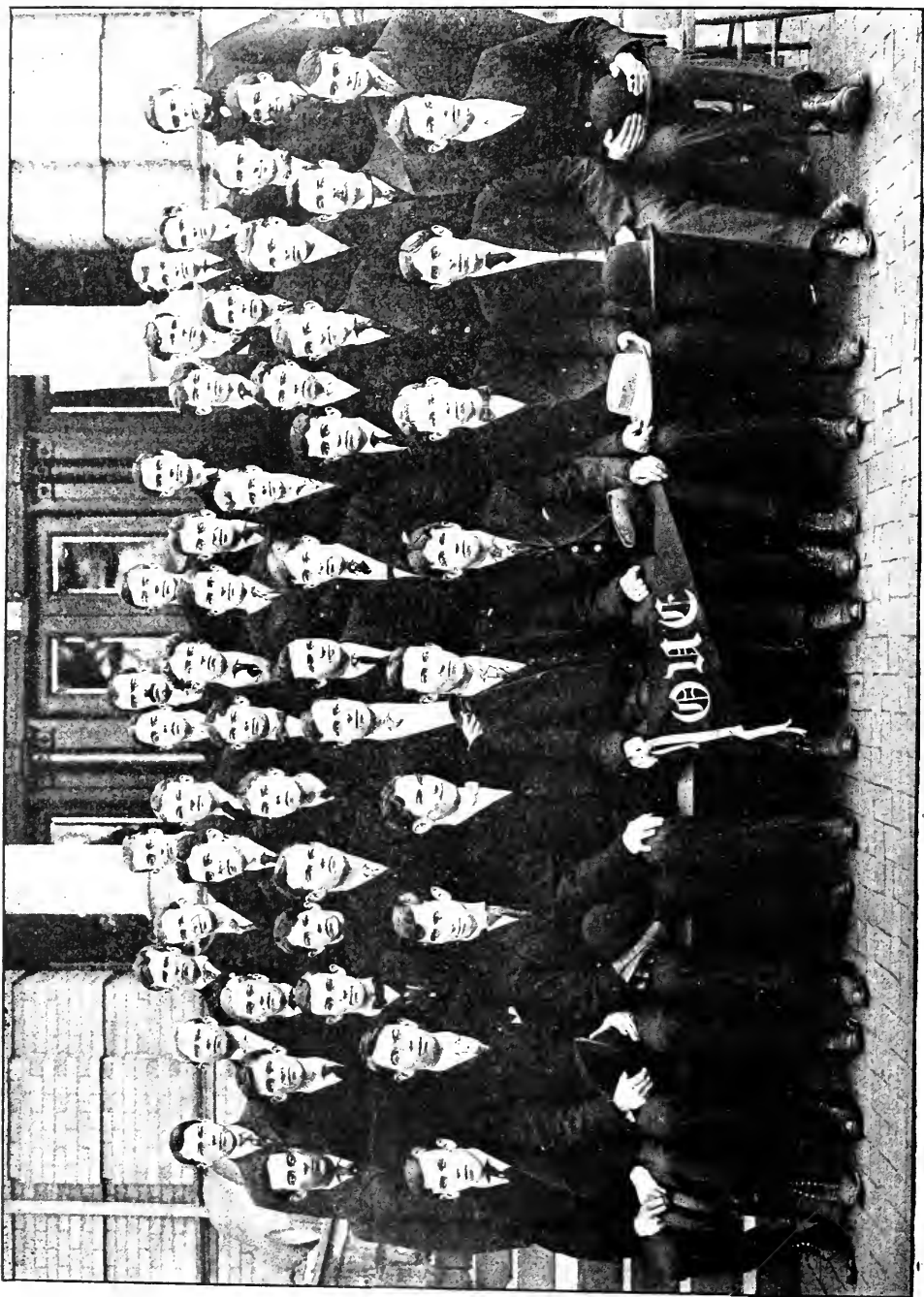
in the conduct of affairs before unknown. "Greece taught the world to think to purpose, Rome to govern with effect."

Then came the destruction of the old civilization by the barbarous hordes of northern Europe; then "the dark ages," when ignorance and violence held sway. But the Son of Man appeared and his disciples scattered among the peoples of the earth the seed of a Christian civilization; and as the living seed, covered from sight by fertile soil springs forth in its own good time to a more abundant fruitage, so from the seeds of all that was good in ancient civilizations, planted in the vigorous blood of a hardy though ignorant people, in God's

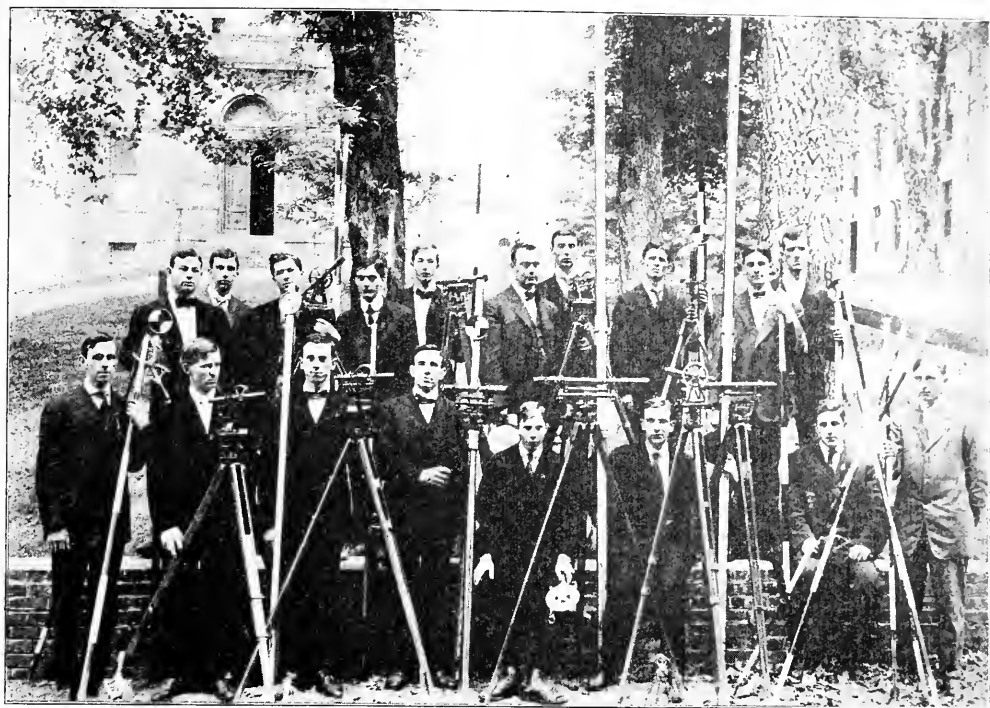


*Second-Year Class in Electrical Engineering*





*Class in Electrical Engineering*



*The Freshman Class in Civil Engineering*

own good time there sprang forth the higher morality, the diviner light, and the inspiration of the Christian religion. "The dark ages," yes, but from the darkness there came forth a richer fruitage, a nobler civilization.

"Six hundred years ago Roger Bacon announced that machines could be constructed to drive ships more rapidly than a whole galley of rowers could do, nor would they need anything but a pilot to steer; carriages to move with incredible speed without the aid of animals; and machines to fly into the air like birds." How has that vision been realized? The human mind has mounted into the very heaven of invention and has plucked unnumbered stars of victory with which to jewel the crown of modern civilization.

So we see that the race has progressed after the manner of the individual. First infancy, with its fancies and credulities, learning through its instincts and necessities; then childhood with its systematic tasks, with its toys, and early lessons; then thought and reason. Childish thoughts

and superstitions fade and in their place come mental development and a morality founded upon conviction; then comes the time of manhood, the time of faithful effort and of real achievement.

Not until the race has attained the full perfection of manhood's power was this new world opened to the civilization of the old. Not until then was opened this new field for the exercise of every faculty, for the development of every power; where, armed with every past experience, men could "grapple with the great questions of government and humanity."

The result has been our free government, our system of public and private schools, and our religious development and freedom. These are the triune graces of the age; an untrammelled, a pure, and a spiritual morality, a free and universal diffusion of knowledge, and a political system "of the people, for the people, and by the people." As the outstretched wings of the eagle are sustained in its upward flight by the pure air of heaven, so these combine to form an inspiring and a sustaining mo-

drum by which man may rise to loftier heights and mount towards the infinite source of all intelligence and virtue.

We are the heirs of all the ages. Scholars, poets, philosophers, and statesmen have lived and thought, toiled and suffered, in our behalf. They have sown and we have reaped; they have labored and we have gathered the fruits of their labor. We owe our government, our institutions, our liberties to no one people alone, to no one age alone; they are the result of the mingled thought and aspirations of every age and race since time began. The Declaration of our Independence is not the product of the mind of any man, but of all the men who have loved and labored in God's great plan for man's advancement.

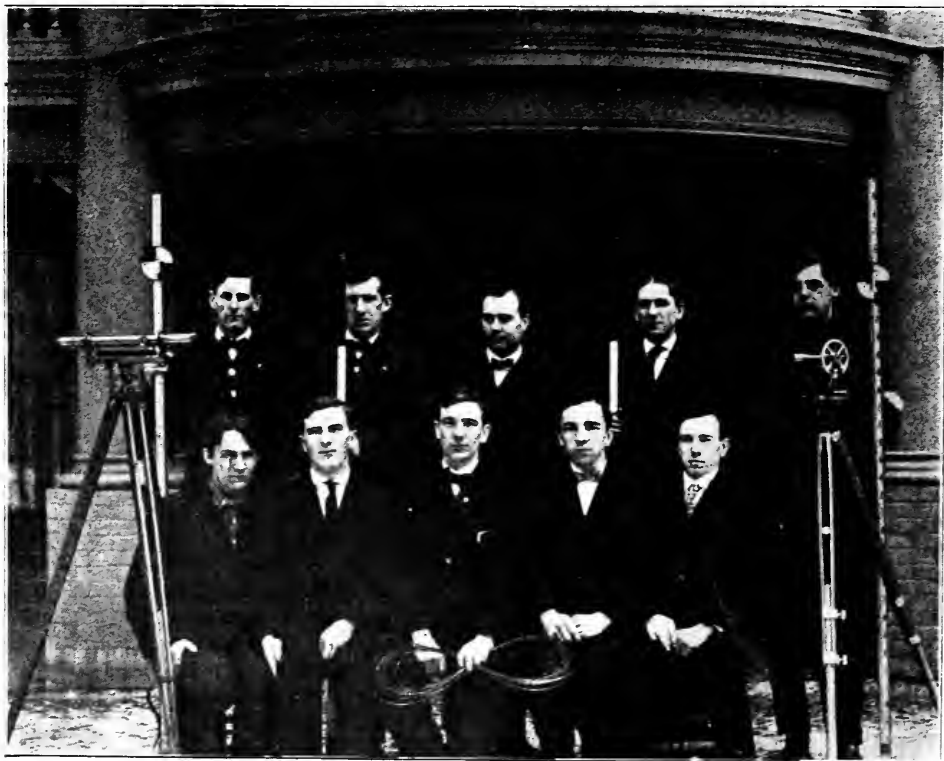
To us, the children of a purer civilization, the heirs of all humanity, comes this great inheritance. May we adorn it with a ripper knowledge, a more sturdy and enlightened manhood; may it continue to be a shelter

for the lowly and the high; and beneath its protecting arch may every class and every creed join in one grand triumphal march and unite their voices with the everlasting harmony whose music chants the might and majesty of God.

#### COMMENCEMENT DAY AT O. U.

On Thursday, June 18, 1903, six representatives of the Graduating Class of the College of Liberal Arts appeared before a large and an appreciative audience in the University Auditorium with appropriate orations. The subjects and speakers were as follows:

"A National Awakening".....	.....Bernice Hughes Coultrap
"Have I Not, Then, a Sword of My Own".....	.....Oscar C. Stine
"The Poem of the Nineteenth Century".....	.....Mary Anna Simon



*The Advanced Class in Civil Engineering*



*A Portion of the Interior of the Carnegie Library*

"Science in Education and Life".....

.....Ethel Ellen Rowles

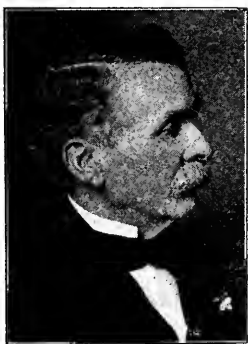
"The State and the Criminal".....

.....John W. Adams

"The Modern Atlas".....Frank L. Johnson

Prior to the delivery of the orations, President Ellis appointed Professors Henry

W. Elson, Charles M. Copeland, and C. L. Martzloff, a Faculty committee, to judge and rank the orations as to their literary merit and effectiveness of delivery. Naturally, all the orations were of a high order of merit. First place was given to the oration of Miss Simon; second place, to that of Mr. Johnson.



**DAVID J. EVANS, A. M.**

*Professor of Latin*

### "IN MEMORIAM"; THE POEM OF THE NINETEENTH CENTURY.

By Mary Anna Simon, Piqua, O.

In a scientific age men are impelled by the cold force of reason to explore the broad fields of knowledge. In such an age the world naturally looks upon the scientist and the men of affairs as those who do the world's great work. But how does it judge the poet? Is he to be considered a shallow idealist—"The idle singer of an empty day," looking in bewilderment upon the practical work of the scientist? He, too, plays an

important part in the world's progress. He gives us that ideal which aims to educate not only the mind, but also the heart. The great poet is not merely creative, but he is able to express or solve in musical rhythm the problems of the thinking men of his century.

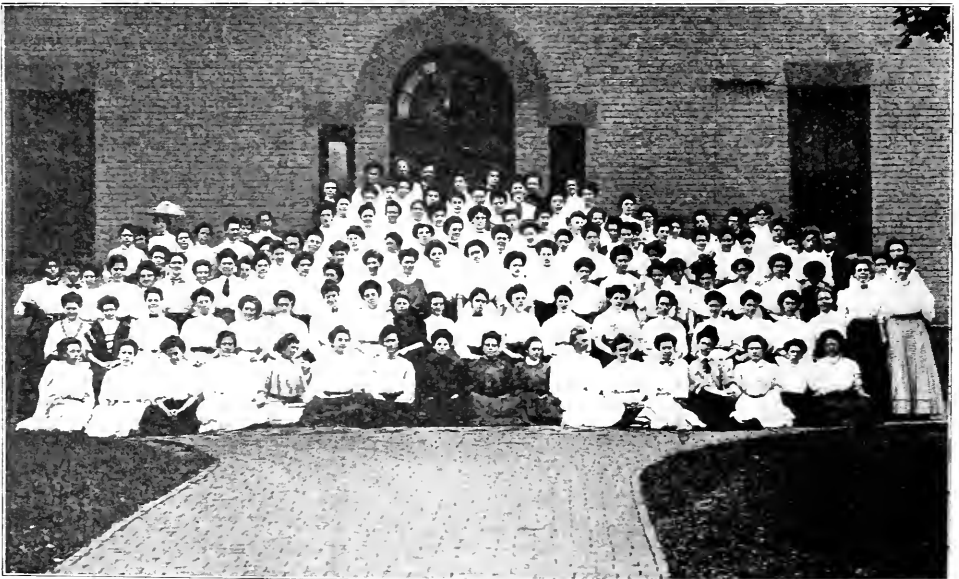
As we study the great poets and their works, there is one who appeals to us differently from any other—Alfred Tennyson, the poet of the Nineteenth century. He is great because he gives to us poetry which brings us to an understanding of the meaning of life; great in the truth with which he expressed the fears of his century and led his age from doubt to faith in Christ and trust in Immortal Love. Tennyson has written one poem which alone will give him fame, lasting as long as men have power to read and reason, one in which he expresses the thoughts, desires, conflicts, and aspirations not only of his age, but of future ages—"In Memoriam," the poem of the Nineteenth century.

The "In Memoriam" stands inseparably related to what is most vital in the thought of its age. It is the product of an age of inquietude and discontent. The church was under the control of men who, although they possessed culture and refinement,



*FREDERICK TREUDLEY, A. M.*  
*Professor of Philosophy and Sociology*

lacked religious fervor. With such leaders it could not reconcile its ancient creed with the advancing scientific reform in the new age of free inquiry. Consequently, the serious young men of the time, who were beset by the doubts of the century, could not find in the church a solution of their spiritual problems. Many of Tennyson's



*Teachers and Class in Primary Methods, 1908*



*Class in Primary Methods, Spring Term, 1908, Training School of the State Normal College*

friends were enshrouded in the valley of unbelief and gloom. Tennyson, himself, was hovering on the verge of an abyss of doubt and despair, when the sudden death of his dearest friend, Arthur Hallam, hurled him headlong into its lowest gulf. A young and healthy soul cannot long remain where all is gloom, and Tennyson, after madly groping in darkness for some time, finally

saw a light of hope gleaming far above him. Depth of grief and aching sense of loss drove him forth in quest of this light. At last he found it in science and nature, above all, in religion and art.

"I sometimes hold it half a sin  
To put in words the grief I feel;  
For words, like Nature, half conceal  
And half reveal the Soul within.

"But for the unquiet heart and brain,  
A use in measured language lies,  
The sad mechanic exercise  
Like dull narcotics, numbing pain.

"In words, like weeds, I'll wrap me o'er  
Like coarsest clothes against the cold,  
But that large grief which these enfold  
Is given in outline, and no more,"—

and thus was satisfied the ardent longing of his hungry soul.

"In Memoriam" is a record of a soul at strife with human destiny. It is markedly a passionate grief and affection, the poet's



**WILLIAM HOOVER, Ph. D., LL. D.**  
*Professor of Mathematics and Astronomy*



victory over sorrow being won in a struggle which shook the center of his being. Although inspired by a strong personal experience, Tennyson became in it, in the interpretation of spiritual truth, the voice of his age in its darkest doubts and divinest hopes. He expressed for the people their vague perplexities and at last brought them, through many spiritual strifes, to believe that all mankind is moving toward that

"One far off divine event

To which the whole creation moves."

While hundreds stood in the dark shadow of unbelief and faced the revelations of the new science, Tennyson brought them into harmony with religion. He declared in "In Memoriam" that the soul rests upon a rock of love, immortality, and God.

During the first stages of his grief Tennyson had a passionate longing for what had been taken away, for the earthly presence of his friend. He cried out in bitterness:

"O, for a touch of the vanished hand

And the sound of the voice that is still!"



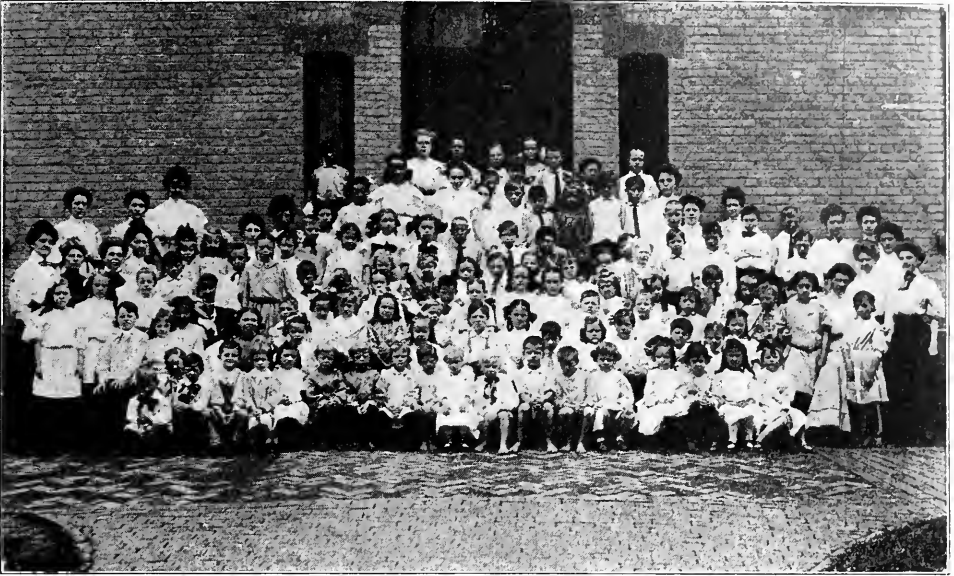
*HENRY W. ELSON, Ph. D., Litt. D.*  
*Professor of History and Political Economy*

His soul found its only comfort in the tokens that remained. As long as his desires were centered upon the dead his interest was drawn from other things. Gradually this longing for what was gone died away, but love did not die. It changed from a narrow love for the dead to a broad one for the living.



*Pupil Teachers, Spring Term, 1908, Training School of the State Normal College*





*Training-School of the Ohio University Summer School, 1908*

"My love involves the love before;  
My love is vaster passion now."

At the bidding of the dead, Tennyson now sought friendships for the years to come. He realized that the highest form of love is that which is able to grow, although the object of its affection has been taken away; that

"'Tis better to have loved and lost  
Than never to have loved at all."

Through this doctrine of higher love, Tennyson calmed the fears of the people in regard to immortality and God. To Ten-

nyson personal immortality was certain. The realization of ourselves on earth is merely a preparation for the life to come. Every deed, however small, leaves some trace upon our character. We grow continually, each day finding ourselves stronger, for

"Men may rise on stepping stones

Of their dead selves to higher things."

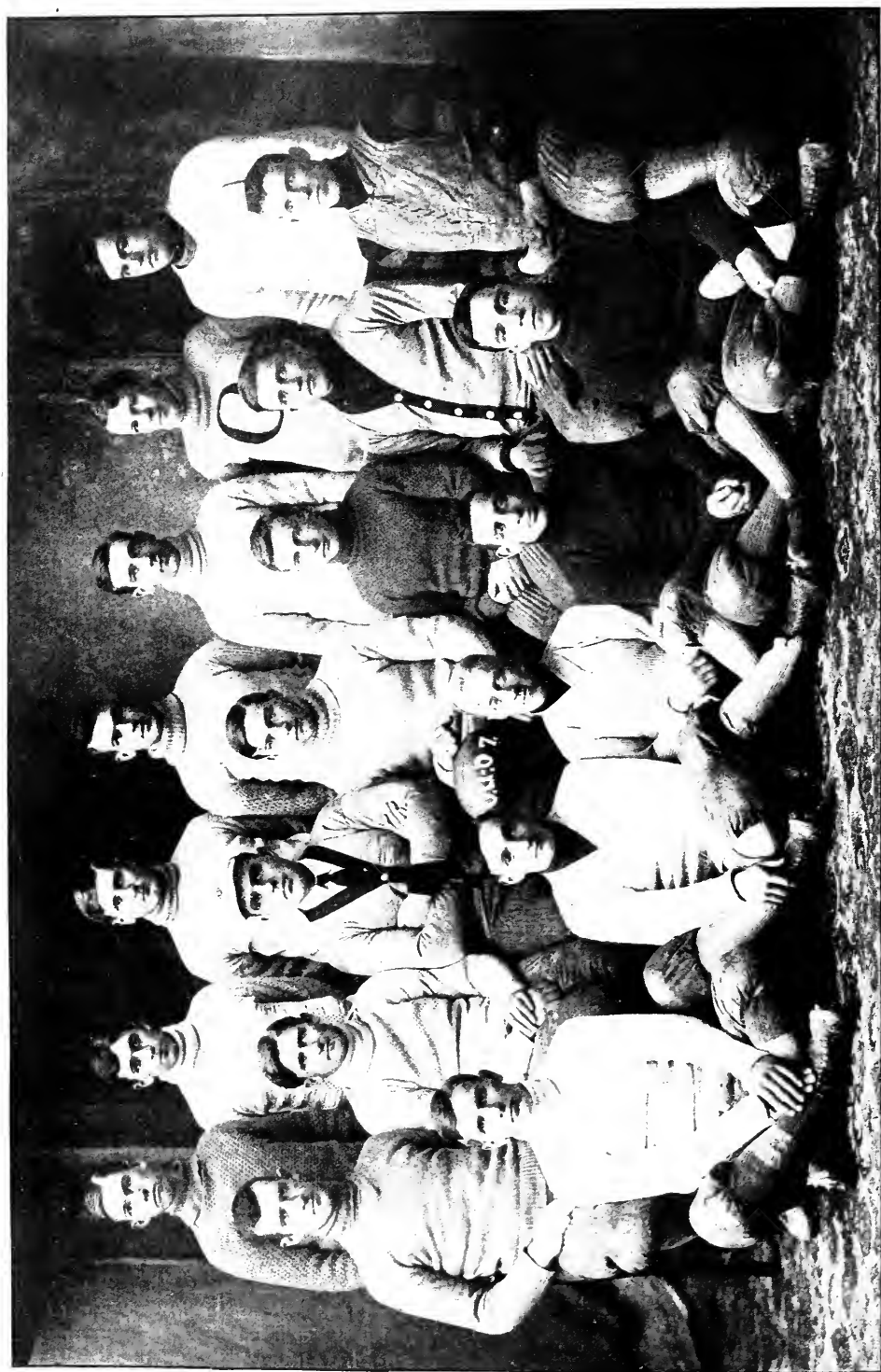
Immortality is merely giving up to God, the absolute self, our thoughts and feelings, obtained as a result of years of growth.

To Tennyson, the existence of God was a settled fact. What hope he must have brought to the doubters who believed that the presence of God could be proved only through cold science! Tennyson said the very face of Nature, in its calmness and beauty, showed the presence of God. Faith alone was necessary to believe, for God is everywhere.

Although "In Memoriam" has brought faith to many doubters, Tennyson has been severely criticized for writing a poem of such a character. These critics contend that he bore his grief too openly and showed this weakness by giving to the world a poem filled with dark musings on the dead. Although the poem may be sorrowful, has not Tennyson given a message



*OSCAR CHRISMAN, A. M., Ph. D.  
Professor of Paidology and Psychology*



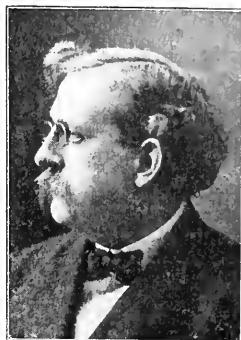
O. U. Football Team, 1908

to all humanity? He has given to us a poem more remarkable "as a piece of self-revelation than any other poem in literature." It is a poem particularly connected with the history of the century, since its very thought is woven out of the sentiment of the century—a poem natural and true to the experience of man at all times. Take away its gloom and the gleams of light would lose all their special beauty. We agree with Henry Van Dyke when he says of "In Memoriam": "It is a monumental work of true and noble art, in which style is worthy of the substance and the highest thoughts have fashioned for themselves a form of beauty and a voice of music."

### "A MODERN ATLAS,"

By Frank L. Johnson, Cortland, O.

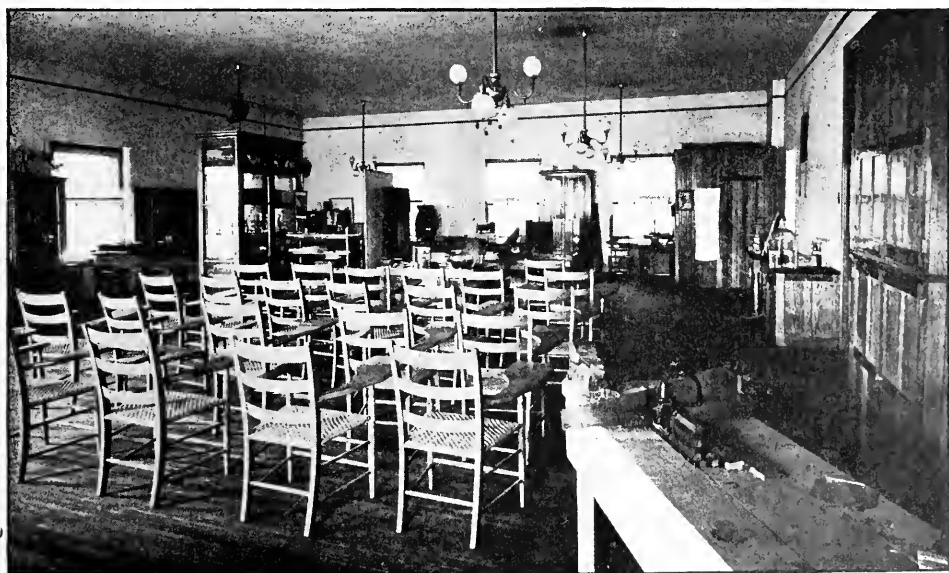
To the modern mind the Greek myth that pictures a giant carrying the world on his shoulders is more than sentiment. A real task of bearing the world is impressing itself upon the leading nations to-day—a task so great that it calls for the co-operation of all peoples for its solution. It is not to be borne to its final destination in a day, nor by individual effort alone; but



WILLIAM B. BENTLEY, Ph. D.  
*Professor of Chemistry*

needs must be sustained and carried to its goal by the concerted action of the wise and good citizen, the conscientious statesman, and the devoted missionary.

The human family is a composite body, so organized that the neglect of any one member becomes an injury to the whole. The absolute monarch who has crushed beneath an iron hand the uncultured peasantry, allowing them no share in that sacred institution, government, is about to call assemblies of the people in obedience to their requests. The president is dis-



*Dr. Copeland's Recitation Room*

placing the emperor, and the emperor the czar.

So complex has become the organization of society, so world-wide the feeling of philanthropy, so all-pervading the spirit of service, that the highest civilizations are taking their stand together for the betterment of mankind.

Only the freedom-loving Anglo-Saxon has flowing within his veins that sympathy which is "large enough to enfold all men as brothers"; to him the whole world shall look for the solution of her social problems; and upon the younger American shall fall the task of the mythical Atlas.

There are passing through the gates of our seaports, each year, over a million immigrants—two thousand eight hundred each day—one-eightieth of our entire population. "A million immigrants, a million opportunities," opportunities to serve in bringing this mass of foreign population into harmony with our institutions and our laws. Homesick, they must be comforted; ignorant, they must be taught; with false views of life, they must be shown the American spirit. But what shall be the comfort? What, the education? And what, the American spirit? Let the answer come in the form of the best-known precept, the golden



WM. FAIRFIELD MERCER, Ph. D.

*Professor of Biology and Geology*

rule of life, the one which philosophers have failed to question and which, among savants, none denies.

This individual migration toward the Occident is in harmony with the movements of people of all ages. As in the dim, historic past, migration meant a search for more fertile fields and better hunting grounds, to-day it means a like movement toward better living, higher wages, and greater freedom. Driven by famine from their native land, the chosen people were



*O. U. Baseball Team, 1908*



*O. U. Basket-Ball Team, 1908*

compelled to seek corn of an offended brother; to escape from the yoke of oppression of a Pharaoh, they wandered in a strange wilderness for forty years. The Huns looked with greedy eyes upon the beautiful plains of Italy and then swept from their mountain homes to capture the fair city of Rome. With minds fixed upon the thought of religious toleration and political liberty, the first English colonists steered their feeble craft toward the shores of the new world. All these movements gave rise to new and stronger nations. We are only at the beginning of the history of a great blended family of white men of European stock, who have made their home in what was but recently the wilderness of North America, and who are working out for themselves a life of varied human relationship in their efforts toward the realization of certain ideals and standards.

The written history of immigration into America begins with the year 1820. By

provisions made by the government in that year, records have since been kept. The record of all these years, on canvas, would be like the flood waves on the rising sea, each one higher than the last, and only disturbed by the great natural forces which move the world and shape history. The three periods of depression following the years 1857, 1872, and 1893 and the subsequent rise of the wave represent the relative prosperity of the country and are an index to the nation's development and growth and its capacity to employ larger numbers of the alien element. Prosperity in America and low wages and high prices abroad cause a flood tide, while only a financial flurry in America brings the ebb.

We need the foreigner, the good raw material that can be woven into the fabric of our social system, and that can aid in the development of our great natural resources. It has been disproved that he is a breeder of strife. Strikes and feuds in which he



P. A. CLAASSEN, A. B.  
*Professor of Modern Languages*

has a part are known to be agitated by the American. In the city, he is law-abiding; as a servant, he is obedient; and in the country, he is quiet, industrious, and a careful tiller of the soil. In the states of the Northwest, there are as many Scandinavians as are found in the homeland. Their interest in politics and social reform and their loyalty to their trusts make them

worthy citizens of the republic. An American-born Norwegian has taken the oath to execute the duties of the highest office of the state of Minnesota, and is a possible presidential candidate of one of the leading political parties. A quarter of a million each of Italians and Hungarians come to us each year. Most of them are young men. They are willing to labor building railroads and canals, and working in the mines and quarries.

The Slavs come in great numbers. Many of them find employment in the stone quarries of the northern states. They are honest, anxious to learn, and need only our sympathy and guidance.

The most active foreigner in our midst is the Jew. East of the Bowery in New York City is the heart of the largest Jewish settlement in the world. Sidewalks, street signs, and language indicate the process of development. The language of the Ghetto is Yiddish, a mixture of German, Hebrew, and Russian, with enough English to make the immigrant halt before new words which are later to become a part of his vocabulary. The very shrewdness of the Jew is the source of Gentile distrust. His people are doggedly humble, as might be expected of hunted human beings, who for two thousand years have known no peace wherever the Cross has overshadowed them. "Many a Jew is Christian in spirit,



*Athletic Field in Front of the Grand Stand*



*Martin Boarding Club, Poplar Avenue*

if not in creed." "The distance is not great from the synagogue to the church." At the 250th anniversary of the landing of the Jews in America, held in Carnegie hall on Thanksgiving day, 1905, the following prayer was offered: "We thank Thee for America, this haven of refuge for the oppressed of the world. We thank Thee for the blessings of a permanent home in this

country, its opportunities for the development of life and the advancement of mind and heart; for its independence and unity, its free institutions, the right of life, liberty and the pursuit of happiness. We reverently bow before Thy decrees, which have taught us to find endurance, peace, and security in the sure foundation of this blessed land."



**FRANK P. BACHMAN, A. B., Ph. D.**  
*Professor of the History and Principles of Education*

In the north hall of the Library of Congress is a painting representing the family. The central figure is a mother with a babe in her arms, which she is holding toward the father, who is returning from his work. There are two daughters in the group, while the grandfather and grandmother look on with fond affection. It is to preserve this picture in real life among the foreigners and to effect their assimilation that the American citizen, in an optimistic spirit, takes the burden of the world. Where we see the anxious mother with child in her arms, cabin chair tied to her back, clinging tenaciously to her baggage and urged on by the rough voice and unkind hand of the cabin officer, there must be the tender care and sympathetic touch of the teacher and missionary.



Our plea is for the oversight of the employment of the alien, for his care and treatment by the employer, for his distribution to uncongested districts, and in general, the application of the Christian principles of life to his needs.

Near Ellis Island, in New York harbor, stands the Statue of Liberty. It is the first great spectacle to meet the eye of the immigrant as he looks hopefully to the American shore. In its majesty it seems to tell him of that freedom and happiness which he seeks. May the light of this first greeting permeate the very air of our nation; and as a new star is now added to our flag may it be a star of hope for the kindest treatment of our new wards. May they become

"The blood of the people; changeless tide through century, creed, and race.

Still one, as the sweet salt sea is one, though tempered by sun and place,

The same in ocean currents and the same in sheltered seas;

Forever the fountain of common hopes and kindly sympathies.

Indian and Negro, Saxon and Celt, Teuton and Latin and Gaul,



*EDSON M. MILLS, A. M., Ph. M.  
Professor of Mathematics*

Mere surface shadow and sunshine, while the sounding unifies all;

One love, one hope, one duty theirs; no matter the time or kin,

There never was a separate heart-beat in all the races of men."



*Livingston Boarding Club, 58 North High Street*



*Miller Boarding Club*

### ALUMNI BANQUET A HAPPY AFFAIR.

#### Old O. U. Students Back to Athens.

The annual banquet of the alumni of Ohio University took place last night at the Elk

club rooms, with about 160 people in attendance.

Preceding the banquet was the annual alumni address, delivered by Mr. G. W. Reed, of Uhrichsville, on "The Moral and Religious Elements in Politics." The address was a thoughtful production, and showed not only a keen observation of the political thought and tendencies, but also a deep appreciation of moral responsibility on the part of the common people in the solution of the national problems.

Before the beginning of the toast list, the election of officers took place. On motion, the officers of the past year were unanimously re-elected, Mr. E. D. Sayre continuing as president of the body, Prof. C. M. Copeland as secretary, Mr. W. B. Lawrence as treasurer, and Mr. I. M. Foster, Prof. H. R. Wilson, and Mr. L. G. Worstell as the executive board.

Mr. C. B. Humphrey, '88, presided in a very felicitous manner as toastmaster. After a humorous introductory speech, he introduced the various toast men of the evening.



**HIRAM ROY WILSON, A. M.**  
*Professor of English*

Mr. F. L. Johnson responded for the class of 1908, and in a graceful speech expressed the interest of the new class in the highest welfare of their alma mater.

Dr. E. B. Skinner, '88, responded for the alumni in an interesting address.

The Hon. J. T. Duff, '70, spoke for the board of trustees in a characteristic vein, mingling humorous anecdote with a sincere exhortation to the alumni and students to make Ohio University the Harvard of the West.

The last speech was made by Dean E. W. Chubb, who spoke on behalf of the faculty. The dean's talk was an ideal after-dinner speech. He was brimming with enthusiasm for the "new O. U.," and with a large conception of the place that it is to fill.

After his talk subscriptions were called for the new Alumni Society Fund, which Dean Chubb has been so energetic in promoting. The class of '88, every member of which was present, subscribed \$200; the class of 1908, \$80, and numerous contributions were given of \$25 each.



WILLIAM F. COPELAND, Ph. M., Ph. D.  
*Professor of Elementary Science*

The music for the occasion was furnished by the University orchestra and glee club. The latter was seated in the banquet hall and interspersed the banquet and the toast list with a number of college songs.

There seems to have been a new awakening of interest among the alumni of O. U. for the welfare of the University, and the



*Cabeen Boarding Club, 64 North Court Street*



*Schaeffler Boarding Club, 78 University Terrace*

banquet was a culmination of the enthusiasm which permeated the atmosphere of Athens all through commencement week.—Athens Messenger.

### THE ORATORICAL CONTEST.

The Oratorical Contest has become one of the most interesting events of Com-

mencement week. This year the excitement was unusually high. This was due to the generous rivalry of the two literary societies and also to the large prizes offered. The sum of \$100, given each year through the kindness of Mr. J. D. Brown, an Athens banker, was increased this year by the gift of \$30 by President Ellis. As the winning literary society also had promised an additional \$10 to the winner of the first prize, the value of the three prizes ran as follows: First, \$75; second, \$40; third, \$25.

The winning orators were: First, Miss Ora C. Lively; second, Mr. J. P. Alford; third, Mr. A. S. Northup. Miss Lively and Mr. Northup represented the Athenian society, while the Philomatheans were represented by Mr. Alford.

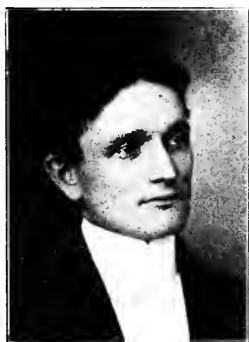
The program follows:

Orchestra.

Oration.....R. Ray Bolton  
"Corruption in Politics."

Oration.....H. E. Gromer  
"Gustavus Adolphus."

Aria—"Thou Brilliant Bird".....David  
Miss Elizabeth King.



**THOMAS N. HOOVER, M. Ped., A. M.**  
*Professor of History*

Oration.....Ora G. Lively  
 "The Temperance Wave."  
 Oration.....Will E. Alderman  
 "The American Enigma."  
 Solo—"Song of the Golden Calf"...Gounod  
 Mr. Charles Schaeffler.  
 Oration.....A. S. Northup  
 "Duty and Citizenship."  
 Oration.....J. P. Alford  
 "The Blot on the 'Scutcheon."  
 Orchestra.  
 Decision of the Judges.



DR. JAMES C. JONES  
 Director of Athletics

### "THE TEMPERANCE WAVE,"

By Ora C. Lively.

Humanity is but a body of many human atoms; the struggles of the individual are similar to the struggles of communities, of nations, and of races. It is only natural for the individual to protest against weakness and vice. Struggles that seemed absolutely hopeless have suddenly enlarged into a great wave of enthusiasm. We see, for an example, our nation in its great Rebellion; for John Brown did not labor in vain. The

hopeless pleadings of one man became the fighting determination of a whole people.

Dr. William Clark did not labor in vain when, in 1808, he formed the first temperance society in America, composed of only forty-three members. He did not foresee the time when the united power of the church would be thrown against intemperance, as he lived at a time when intoxicants



Fairfield County Club



*Licking County Club*

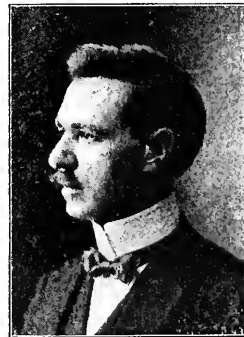
were freely used by both the flock and its leader.

In 1826, Lyman Beecher preached six sermons on the "Sin of Intemperance." He pleaded that liquor be banished from the list of lawful commerce. This was a much more radical view than any other before presented.

In 1836, Science and Religion united forces, and literature was published on the evil effects of intoxicants. The American Temperance Union then became a society of total abstinence. In twenty-eight years the society which Dr. Clark formed had grown from forty-three members to one and one-half millions.

The most decisive of all these movements was the organization of the tipplers themselves. This was effected in 1840. The drunkards themselves caused the kindled fire to burst into a flame. A drunkard started the valiant "Murphy Movement."

In 1874, the women of America united for



*CHARLES G. MATTHEWS, Ph. M.  
Librarian*

"God and Home and Native Land." The society is the largest in the world directed and controlled by women. So effective has been its influence that to-day in the Hall of Fame is enrolled the name of its leader, Frances E. Willard.



At present great areas of our country are living under prohibition. The "Temperance Wave" is sweeping over our country. It is not the result of any emotional manifestation, but comes from deep in the citizen's heart. It is no longer the fanatic, but the cool, calculating citizen that is fighting this evil with such marvelous results.

The North did not realize when she freed the South from negro slavery that she was also freeing it from the slavery of drink. When the ignorant negro was freed he was incapable of caring for himself. He drank to excess the worst quality of liquor and became a menace to Southern society. Necessity is the mother of great movements. The negro of the South must be curbed. By various clever means, his vote was obtained to remove temptation from his midst. But the negro question is not the only reason for this uprising in the South. The Southern people have fewer foreigners among them than any other section of the United States. They are intensely American and have a high sense of morals and justice.



**BIRDINE STANLEY**

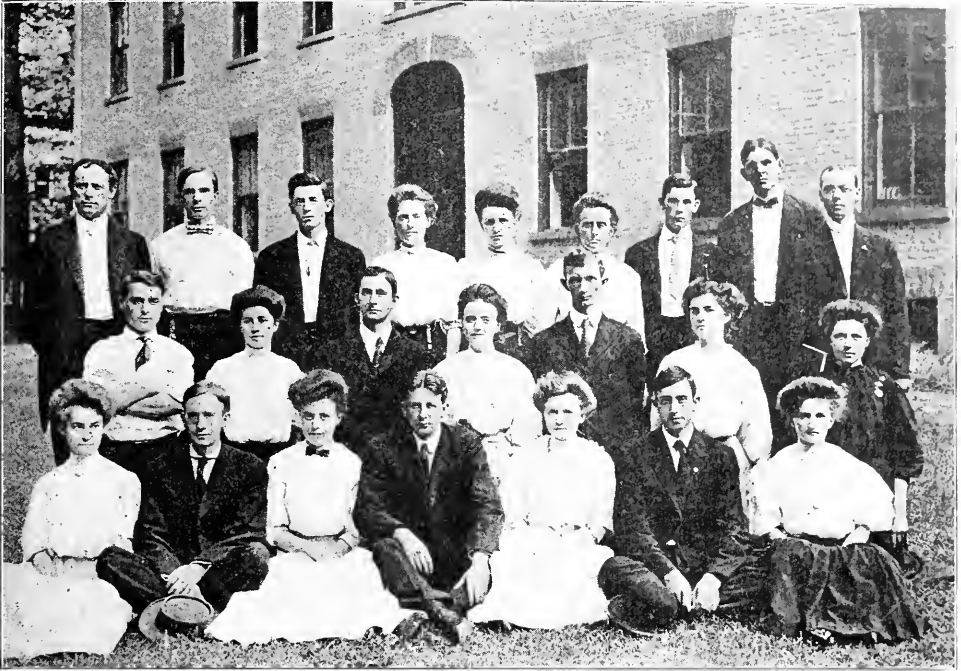
*Dean of Women and Instructor in Physical Culture*

They have revolted against the crime of the negro and the poor labor of the white man. Everything that could be done has been done to secure universal prohibition. Consequently Georgia, North Carolina, Alabama, Mississippi, and Oklahoma, as well as the greater parts of Texas, Louisiana, Ten-



*Washington County Club*





*Perry County Club*

nessee, Virginia, and Kentucky are living under prohibition, and the question is very much agitated in the remaining sections.

But the movement in the North and West is as great as in the South. They have more to fight, because it is difficult to dislodge the saloon from the large congested cities. The saloons have money and power. They say the state cannot live without the

tax. They are fighting for life. They themselves confess the iniquity of the business and are attempting to clean up things and make it respectable. But it is too late. The Nation realized that the saloon touches the financial interests of every man, that it violates legislative enactments and is ruining the morals of our nation; and that its existence is a question of public expediency and morality, not of Federal law. The American people have discovered that local option restricts and prohibition prohibits. In the North and West, sixteen states have county local option. Maine, Kansas, and North Dakota are entirely free; while every state except Utah, Arizona, New Mexico, and Wyoming has some form of prohibition. The State of Illinois in one day voted out eleven hundred saloons. On the same day, ten counties of Michigan, as well as hundreds of towns in Nebraska and Wisconsin, voted local option. Already, two-thirds of the territory of the United States has been cleared of saloons by law. They are being voted out at the rate of thirty per day. But we cannot limit the social



CONSTANCE TRUEMAN McLEOD, A. B.  
*Principal of the Kindergarten School*

reform to the United States; the agitation is great in England and greater in Ireland. The government of France pays lecturers to speak to the prisoners of the evil effects of drink. The students in the German universities have been testing the brain efficiency of temperate and non-temperate men. The result is a rebellion against spirituous liquors.

Some say this "Temperance Wave" will not be a lasting one, because the drunkard must free himself; that we are doing him an injustice by removing temptation from him; and that he should have a chance to develop his will power. Gladstone says: "The primary object of law is to make it easier for men to do right and harder to do wrong." If we wipe out by law the cause of so many sorrows, of so many ruined lives, none will be more gratified than the drunkard.

Statistics show that in Maine, Kansas, North Dakota, Georgia, and Oklahoma, where state-wide prohibition exists, there is not one symptom of financial distress; real estate has not gone down one dollar; and landlords find that their tenants pay



**MARIE LOUISE STAHL**

*Instructor in Drawing and Painting*

their rent much more promptly. Additional comforts have been added to the home life of the working man. The buildings that once held saloons have been converted into flourishing business houses, while the court expenses in the large cities have decreased fifty per cent. This "Temperance Wave" will be a lasting one, because it has been a success. Within the last eight months it has cleared an area



*Vinton County Club*



*Jackson County Club*

larger than France. It will be permanent because of its gradual growth; for years the towns have been removing the saloon by local option. It will be permanent because the great fraternal organizations of America close their doors against the saloon man. It will be permanent because the great railroad companies and business

concerns will not employ the drinking man. It will be permanent because the government realized the need when she removed the canteen from the army, drink from the soldiers' homes and government buildings. It will be permanent because the Supreme Court declares that no man has an inherent right to sell intoxicants. It will be permanent because corrupt politics and the saloon are boon companions. It will be permanent because the American conscience has revolted; she realizes that the saloon fosters and protects the social evil, drinking places and gambling dens. It will be permanent because education, morality, and religion are the pillars of state. It will be permanent because "God's in his heaven—all's right with the world."



**MABEL B. SWEET**

*Instructor in Public-School Music*

#### "THE BLOT ON THE 'SCUTCHEON."

By J. P. Alford.

Niagara's torrent cuts the solid rock only a few inches each year; but the process is constant as the law of gravitation. In time

the great falls will be cut back to the source of the river. This change is taking place every day before our eyes, but we do not notice it. In this same way a great curse may be slowly but surely fixing its grasp upon a nation. Human slavery had been here a hundred years before the people realized its awful power and presence. The agitations and appeals, the prayers and sacrifices of four generations were required to throttle the hideous monster and hurl it from our midst. There is to-day in our country an evil compared with which slavery fades into insignificance—a crime the far-reaching effects and deep disgrace of which can not be expressed in human language. It is the infamous crime of the liquor traffic.

This business arose with the thirteen colonies. During our early national life it was given little consideration. The problems of slavery and national existence being settled; the wild new country having been subdued, developed, and fitted to man's use; the people had more time to think. Attention was given to literature, economics, and sociology. Now for many years the



MARY J. BRISON, B. S.

*Instructor in Public-School Drawing and Hand-Work*

liquor problem has been a burning question. But you may say "We are solving this problem. Hasn't Ohio taken a great step forward on the saloon question? Are not the temperance forces making gains everywhere?" Yes, and that is just the reason why we should still keep the ques-



*Pike and Scioto County Club*



*Franklin County Club*

tion before the public. Many people think that because we have started to settle it, that it is settled. By no means; we are only waking up to its enormity. Every day we unearth more awful truths concerning this monster. Listen to some of them.

The American people spend twice as much each year for strong drink as for food, or more than enough to run every

department of the federal government. In return for this enormous expenditure, we get a bonus of one thousand murders and suicides, one hundred thousand criminals, two hundred thousand paupers, one and a half million besotted drinkers, one-half million homes ruined, and a million children worse than orphaned. To see that these figures are not an idle theory, we need only to examine the reports of our state hospitals, penitentiaries, jails, children's homes, infirmaries, and institutions of correction. Criminologists tell us that nine-tenths of the crime of the country is due to strong drink; that eighty-five to ninety per cent. of the costs of our police courts and criminal cases is due to the same source. The reports of our eighty-eight county infirmaries in Ohio show that ninety-six per cent. of the inmates are there on account of drink. When we remember that it annually sends one hundred thousand men reeling and staggering into drunkard's graves; when we think of the mothers and wives, the sisters and daughters of the helpless, hopeless drunkards; of the half-



*LILLIE A. FARIS,  
Critic Teacher, First-Year Grade*

clad, half-fed, cold, and hungry children, of all the host of guiltless sufferers, numbering at least three millions; and of the divorces, the ruined homes, the blighted hopes and prospects—then, and not until then, can we begin to realize something of the importance of this question.

But someone says, "This is overdrawn; child labor is the real problem." We answer, "Child labor is confined to the East and South, and while it may injure thousands, rum ruins and shackles millions." But it may be said, "City governments need attention." We reply: "The ward politician and city boss are usually saloonkeepers and make the saloon their headquarters." They may complain that anarchy is a threatening evil. We answer: "The saloon is the birthplace of all anarchy. The plot to murder our beloved McKinley was hatched up in an American saloon." If they contend that immigration is the pressing problem, we will tell them that the dangerous class of immigrants find a haunt and gambling den in the grog-shop and here they are given their standards of American citizenship. If they tell us the race question demands consideration



CHARLES E. HAYDEN  
*Instructor in Biology*

we will answer, "that is sectional, while the drink question is national; and with rum out of the way, the negro question will be more easily solved." If they mention the social evil and the city slums we will point them to Jane Addams, Dr. Graham Taylor, and Jacob Riis, who say: "Remove the liquor business and our problems are half solved."

The license and the tax systems have been widely used to regulate and control



*Quadri-County Club*





*Tuscarawas Valley Club*

the saloon business, but these methods have served only to give the shameful traffic the guise of respectability. They have neither lessened the sale of intoxicants nor prevented their ruinous effects. They have not elevated the business to the standard of the government, but they have lowered the government to the level of the damnable traffic it sanctions. In large

measure these systems have failed. There is but one solution for the saloon question and that is, "no saloon." The present generation has seen the liquor business removed from many states and sections of the country, until to-day through district, town, county, and state local option over half of our territory is dry. All this has come about not with the rush and roar of a storm, not with the smoke and thunder of a great battle, but with the steady force and sweep of a mighty glacier down the mountain side.

And now what are the results, and what of the future? Taxation is never higher, but is invariably lower when saloons are out of a district. Harrison county, Ohio, without a saloon for fifteen years, has a lower per capita tax than any other county in the state. North Dakota, Kansas, and Maine, dry states, each have ten times as much money per capita in savings banks as Ohio, Indiana, or Illinois. Kansas, for lack of paupers and criminals, has practically abandoned many of her infirmaries and jails.

In this town of Athens, for the year



**HEDWIG THEOBALD**  
*Instructor in Voice-Culture*



ended June 2, 1907, there were 202 arrests for drunkenness and disorderly conduct. For the following year, with no saloons, there were but 40 arrests for the same offences. Such figures bear their own comment.

Yesterday, the state platforms of the old political parties were silent on this moral issue. To-day, they contain temperance planks. Yesterday, our governors were neutral. To-day, Vardaman of Mississippi, Harris of Ohio, Folk of Missouri, and Hanley of Indiana stand boldly for law enforcement and temperance reform. Yesterday, the advocates of local option were called dreamers and fanatics. To-day we herald them as heroes and reformers.

We have often been mistaken when we expected legislation alone to accomplish our desires. My friends, the solution of this problem rests a little higher than the Capitol dome at Columbus or Washington. It rests first of all in the hearts and consciences of the people. We should not forget that the Rose local option law of our own commonwealth is not the begin-



**JACOB A. BADERTSCHER**

*Instructor in Biology*

ning, but rather the culmination of a mighty movement.

Some here to-night remember when the Southern army marched North against our flag and government. We met them and crushed their forces at Gettysburg. That historic field is all billowy with the graves of their dead and ours. Another army is now marching North from the Southland. It is an army of righteousness, of purity,



*Western Reserve Club*



*Sixteenth Congressional District*

and of peace. It comes not against the flag or the government, but against the terrible traffic in strong drink. Let us greet it royally and march shoulder to shoulder with it in a common cause.

My friends, the forces are gathered for the conflict. The battle is on. On one side are women and children bearing a Goddess of Liberty, mantled with the Stars and Stripes. Their battle cry is: "Protect

our homes. Save our boys and girls from the ruin of rum." On the other side is a company of liquor dealers. Their only banner is a flag of black and red, the symbol of anarchy and murder. They are demanding more boys and girls to keep up their business. They say: "We care not for the purity and virtue of your homes; we want more young blood." Ladies and gentlemen, this picture is true to life and you know it.

With which of these forces shall we march? Let us be honest and true to our convictions. Our duty is plain. Here in Ohio, the home of Sherman and Sheridan, of Garfield and McKinley, we dare not remain silent, or their very dust will cry out against us. We have faith to believe that Ohio will be true, and that the American people, rich in the heritage of the past, will rise in all their majesty and drive this dreadful, deadly foe from every foot of soil protected by the Stars and Stripes. Then shall we have, what no nation has ever dared to claim, a stainless flag. Then shall we be free from the most outrageous bondage that ever shackled man. Already



**KAY M. SPENCER**

*instructor in Voice-Culture*

I hear in the dim distance the first notes  
of the jubilee coming from the hearts of  
millions,

"Rise, crowned with light. Imperial Salem  
rise;

Exalt thy towering head and lift thine eyes;  
See a long race thy spacious courts adorn,  
See future sons and daughters yet unborn.  
The seas shall waste, the skies to smoke  
decay,

Rocks fall to dust and mountains melt  
away;

But fixed His word, His saving power re-  
mains,

Thy realm shall last, thy own Messiah  
reigns."

### O. U. SUMMER TERM.

The summer term of the Ohio University is now at its height and notwithstanding that the "summer term" idea has sprung up all over the state, in consequence of the several highly successful terms here, the enrollment has reached approximately 650 for the present session. In view of the many other schools over the state, the Na-



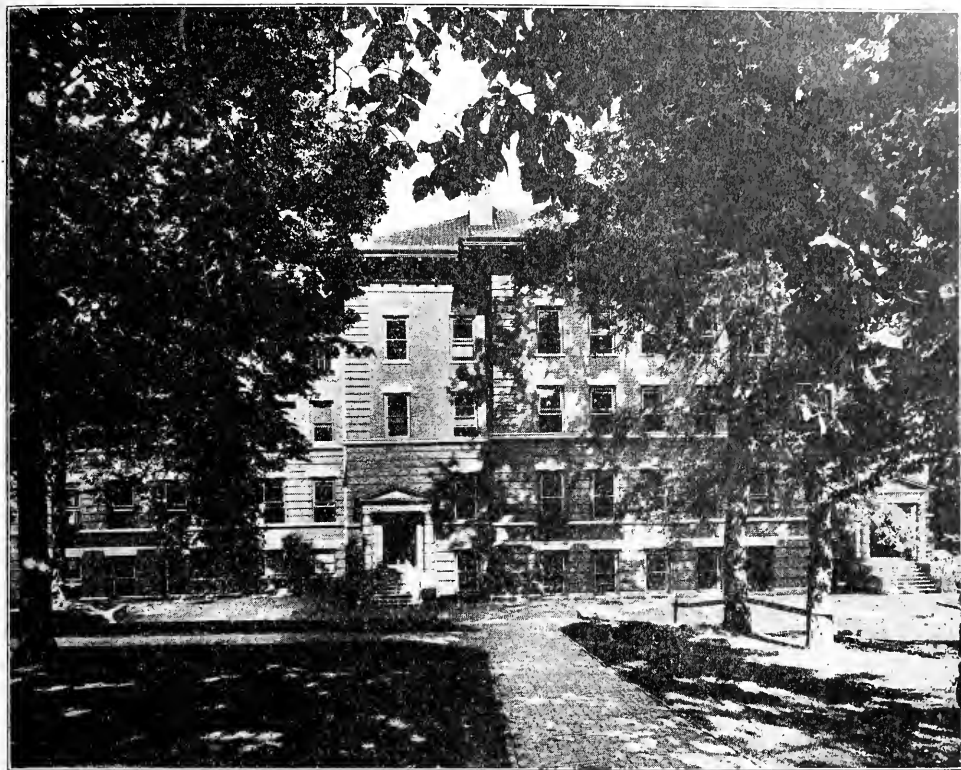
MARY ELLEN MOORE, A. B.

*Instructor in Latin and English*

tional Teachers' Association in session at Cleveland right at the beginning of the term, and the financial depression, etc., the enrollment is a high commentary upon the reputation of the O. U. summer term over the state for excellence and general merit as a helpful school for teachers and those preparing to teach. The summer term at



*Fifteenth Congressional District*



*Rear View of Ellis Hall*

the O. U. upon the broad lines on which it is now established was conceived by President Ellis, who, with his business instincts, felt that it was an absolute waste for the state to maintain a million-dollar plant in idleness ten weeks every year. He and his co-workers set about it busily to run the plant the year round and their combined efforts have been grandly rewarded.

The function of an educational institution is to educate and, by the establishing of a summer term at the Ohio University, the elegantly equipped institution with its large faculty of eminent teachers is at the service of that great body of young men and women who teach during the college year and have only the summer months to advance and equip themselves for better work in the public schools of the commonwealth. And so the O. U. summer term is filling a want, a crying need, and it is fitting and proper that a great state

institution is taking care of these people, providing this means of culture and advancement and thereby raising the standard and usefulness of the public schools of Ohio. We indulge the hope that the day is not far distant when the profession of teaching will be raised to the dignity of other professions, when a diploma from our state normals will be a sufficient guarantee that the holder is equipped to teach in the broadest sense of the word and will not have to have his education impeded by a periodic preparation for a technical examination in which memory of detail is the predominating factor for success.

The summer session is blazing the way to this end. It is demonstrating the need of better preparation on the part of teachers. It is gradually raising the standard of teaching. It puts its students into a position to demand and receive more compensation for their work; and as school patrons recognize the superiority of well-



**MARGARET EDITH JONES**  
*Instructor in Piano and Harmony*

equipped teachers they will demand the best, which will not be short of the completion of a regular normal course.

Locally, Athens is proud of the success of the University and its State Normal College. Commercially considered, it is a big thing for the classic city. It attracts to the town the best young men and women of the state and they spend good, clean, hard-earned money with our people. To speak specifically, and conservatively, the present summer term brings to our people over \$20,000 in cold cash, which is distributed directly and indirectly in every business and vocation in Athens.—Athens Daily Messenger.

### THE TENDERFOOT AT ATHENS.

The "freshie" gathers his belongings and prepares to descend, for the brakeman has called "Athens," the Mecca of his intellectual dreams. He feels in his pocket for his note book filled with information, given by some loyal enthusiast of Ohio University, on every problem he will have to face, and is satisfied to find it there.

He steps down and, especially if he is very young, a choking feeling comes into his throat, and he wonders, What next? Then someone at his elbow says, in a cheery voice, "Are you a new student? And may I have your suit case?" Later on he will find that the wearer of the green and white has volunteered to do a task that might have appalled Hercules—that of meeting dozens like him and helping to locate them. Then the long

walk up town begins, and it would not be at all complete if the thermometer did not register 90 degrees in the shade. He has been warned that the scenery about the depots is not representative of the town with Hellenic traditions, and that its beauty increases from depot to campus in direct ratio on ascending and indirect ratio on descending, so he wisely refrains from thinking aloud. He catches himself wondering, though, if he shall be compelled to room and board in that vicinity. He tries to look dignified and very much traveled; but there is a crowd of pretty girls in the room of the reception committee, laughing and chattering, and he is conscious of the fact that his hands are very red, his suit case painfully new, and his feet very numerous and ample.

Finally, the new candidate for honorary degrees, with a dozen others, is deposited in Dr. Bachman's domains and told that he will have to wait a little while. The members of the committee relax their tired arms, unloose another joint in their tongues, frantically mop their faces and think grimly of the next train. The new man sees a large, airy room, from whose walls look down the faces of those who have been the right hand of the institution in times past; and, somehow, those quiet faces give him courage and confidence. He sees a room full of young men and women, the wall flowers all new and anxious-looking, the old students in everybody's way, having one of the best



**GEORGE E. McLAUGHLIN**  
*Instructor in Physics and Electricity*



**NELLIE H. VAN VORHES**  
*Instructor in Piano and Virgil Clavier*

times on earth, meeting old friends at the beginning of a college term. At the desk sits a matter-of-fact, exceedingly well-groomed, nervous gentleman, whom, by his portraits, he recognizes as Dr. Bachman, the Plato of the Science of Education, who, his informant has told him, has enough pedagogy in his head to spread over a continent, without showing thin spots. He is sorting out, parceling, assigning room-mates by chance, comforting and especially confusing newcomers, and consigning them to the tender mercies of some unfortunate committeeman who is careless enough to be caught idle. He finally gets a room. It may suit him or it may not; but he takes it anyway. If the prospective roomer is a girl, and she declines to go to that haven of rest, the Dormitory, then the case is more complicated. She is more anxious about the looks of the parlor than her own room, and asks what privileges the landlady allows; she then blushes furiously when pressed for a lucid explanation. The unfortunate goes back to the college and, within an hour, has settled as to his meals, in one of the numerous provender establishments, ranging from cheese and crackers in his room to the Hotel Berry.

Then he registers. Poor fellow! He finally, aided by himself mainly or by a student who expects to go into the "heart of Africa," some day, finds all ins and outs of the machinery called registration. By the time he is through, he realizes several things; that it will be useless to take any exercise to develop the muscles of his legs.

as the stairs will take care of that; that one or two of the professors, especially Dunkle and Mills, are apt to get facetious; that the Faculty members are either a profound set of men or very good actors; that just because Deans Williams and Chubb are so kindly and genial is no argument that they can be beaten for more than 120 hours' credit, in spite of his friend's advice on tricks and schemes. When the ordeal is over, he finds that he has registered in one of the departments for three studies; one he wanted, review, but it has no credit; the other two he does not want, with only 108 hours' credit. He makes a close calculation and finds that he will lose about \$5 by this arrangement and sleeps badly for a week.

He then buys his text-books and takes them home. He has by this time a financial compunction of conscience and resolves that he will be master of every word those books contain, as a matter of economy. He turns to the title page, reads the press notices and the preface exhaustively and reads the first page five times. It is safe to say that no other lesson during the term ever gets such preparation.

Then he goes to supper, meets a whole crowd of strange young people, gets through the agony somehow and then walks about town a little. He has been told so often of "beautiful Athens," and now he is seeing for himself. There, to the north, is North Hill, and tradition says that he must climb it within a week.



**MABLE K. BROWN, Ph. B.**  
*Instructor in Stenography*



MINNIE FOSTER DEAN  
*Instructor in Type-writing*

He is wise if he does it early some morning and watches the sun rise and the mists lift above the river. He looks over to the State Hospital grounds and wonders why so little is said about them. When he has once seen, he knows why. He realizes that six weeks' work would not serve to see them fully, and then the tongue would falter.

Then he goes to bed and dreams of stairways, a confused jumble of buildings mixing curiously with the course of study, and imagines that East Wing and West Wing are playing leap-frog on North Hill.

Next morning he is in his place in the classroom at 6:40. While waiting, he gets out his notebook and looks up information on the Faculty. What he sees is not very assuring. Perhaps that is why he misses the first question asked him. His notes run like this: Dean Williams is a fine teacher and a staunch friend, but one does not want to shirk and get funny in his classes. If one wants to get in the good graces of Dr. Christman, he has only to capture some abnormal piece of humanity and bring it as a peace-offering. If one likes to hear stories, then he has but to try either Professor Treudley or Mills. If he is an advocate of hustling and simple, strenuous life, he will be more than satisfied if he tries higher mathematics under Dr. Hoover. He has been told to get his lessons for Dr. Elson and to bring all maps he has at home and perhaps one will make a peace-offering. Also, if the Doctor at the end of the term gives

a choice between a grade of 90 per cent. or one's chances on final examination, to lose no time deciding on the former, as his credit slip will stand more chance of remaining on earth without ballast. Although "Father" Treudley is urbanity and kindness personified on all other occasions, he is afflicted with a dual personality on examination day. If he but heeds Professor Wilson, he will become an expert anatomist in the English language. He learns that Professors Atkinson, Dunkle, and Evans have been students themselves, and can detect a horse race from afar; that it is never very advisable policy to do any crooked play in Professor Atkinson's examinations, and that he is a strenuous apostle of honest dealing; that it is the proud privilege of a life-time to hear Miss Faris lecture; that ninety-nine out of every hundred who take Primary Methods are sure they will fail until they see their grades; that Professor Martzloff can be very easily placated with an old shingle from some historic spot; that Dr. Ellis's idea of patriotism is of the good, old-fashioned kind which makes for civic betterment, instead of foolish noise, and that he does not hide his ideas on the subject under a bushel; that the experienced student who attempted to enter Dr. Mercer's class without his lesson and then bluff it off would be suspected of sudden insanity, also, that his domains are a bad place to wander in after night when there is just enough moon to make things visible; that one never knows what Poetry means until



LOUISE KING WALLS, B. O.  
*Instructor in Elocution*





**MINNIE L. CUCKLER**  
*instructor in Piano and Organ*

he hears Dr. Chubb lecture, but unless he has a hard skin, a ready wit, and a non-inflammable temper, it is best to forego the Poetry, otherwise, he remembers every line from its class association.

The first chapel finds him scanning the faces of those persecuted teachers with trustfulness and complete confidence and, as he sees the magnificent body of students, he realizes that it is a grand thing to be in the great onward march of progressive education.

He realizes that he is an integral part of it all when he hears the yell for the first time. If he has any adaptability he is perfectly at home after the first week. He goes to the Y. M. C. A. and realizes the close bond between the intellectual and the spiritual. He assimilates walks, excursions of various kinds, picnics, lectures, sodas, and harmless flirting and broadens with it all. He goes, fearfully at first, over to the State Hospital and comes back unharmed, but with hair like that of Tommy Traddles. He goes to Literary and has faint hopes of being elected President, but fails, somehow. He then goes to the committee on programs and tells them that he can sing and recite and make good speeches, and so paralyzes the audience one night. Finally he reaches the dignity of mention in the Literary paper, under the threadbare caption of "Campusology."

He quickly makes friends, gets well started in his work, becomes thoroughly saturated with loyalty to old O. U.; and, on the last night, in the last row on the river, he tells her that it has been the happiest

summer of his life, and he is coming back next year. Then he is thoroughly initiated.  
M. J. B.

### SUMMER TERM

#### Of Ohio University as Viewed From the Outside.

The summer term of the Ohio University is now in the middle of the session, and, as usual, is one of the large summer schools of the state. This is to be expected, however, for many reasons. The large number of teachers who come to this school do so because they are given so many opportunities in so many different lines.

First, as to the surroundings. Little needs to be said about the beautiful appearance of the city of Athens. Its scenery, cleanliness, healthfulness, hospitality, and interest in the University make it all that can be desired for a place to live; and many a student coming to the University from elsewhere becomes a life-long citizen of this city.

The college surroundings are magnificent. No college in the country offers a more beautiful campus than this, with its majestic forest trees. The buildings are well arranged for the convenience of the students. The library offers opportunities for all kinds of reading and research. A large faculty of specialists, teachers who have devoted their lives to the work, offer each day more than a hundred courses, some to meet the demands of teachers reviewing for examinations, some for the



**EUGENE FRANKLIN THOMPSON**  
*Secretary, President's Office*



**RHYS DAVID EVANS**  
*Instructor in Physics*

regular college student working toward a degree, and some for the advanced student doing research.

At the head of all, keeping all running smoothly, is President Alston Ellis, whose unceasing efforts have had much to do in increasing the summer school from a hundred seven years ago to seven hundred now.

All this is offered to the student practically free of cost. Surely no teacher could make a better investment than to invest the few dollars necessary to be at Athens during the summer term. It will be a vacation in itself, and at the same time will largely increase the teacher's earning capacity, or better yet, will give the teacher an opportunity to do work which will finally bring a degree from the old honored University.—The Athens Journal.

### PLAIN TALK.

Forgive the preachments, but really there are some teachers in Ohio who deserve a good round scolding. They have lived right in the shadow of a college for years, have even been teaching in a college town and have never identified themselves with college work. Had they taken advantage of summer terms, Saturday classes, and all that, they might have had their diplomas by this time. But they allowed these opportunities to slip by while they just plodded along making themselves believe they were too busy while the people about them were saying they were too indolent.

They have shown no disposition to help themselves and therefore, their friends have been wondering whether they are worth helping. Plain talk, isn't it? Well, rather, but they deserve it. Some of these people live in and near Granville, some at Gambier, some at Athens, some at Oxford, some at Alliance, some at Wooster, some at Springfield, some in Columbus, some in Cleveland, some in Cincinnati and some at Delaware. Go to any of these places, ask the superintendent or the college president who they are and the means will be forthcoming at once. — Ohio Educational Monthly.

### TABLET FOR OHIO'S WAR GOVERNOR

**Was One of Ohio University's First Students and Most Revered of Her Alumni.**

A bronze tablet to mark the site of the birthplace of John Brough, Ohio's famous war governor, will probably be placed on the new German National Bank building of Marietta some time in the near future.

Governor Brough, in whose memory the tablet is to be placed, was born in Marietta in 1811. His parents were English and came over in 1806 with Blennerhassett. In early life young Brough showed an aptitude for printing, and in later years became the



*John Brough*



**JOHN N. HIZEY**  
*Instructor on the Violin*

editor and proprietor of the Marietta Gazette, according to Howe, the Ohio historian. Later he became connected as part owner with the Cincinnati Enquirer, and had much to do in the building of the foundation of that famous newspaper.

John Brough was one of the first students of the Ohio University. While a student here his work was characterized by zealous effort and diligent research. He was a great athlete and while at Athens, tradition has it, that he accomplished his greatest feat, by kicking a football over the Main building of the university. During his spare time he set type on the Athens Mirror, now the Messenger.—Athens Messenger.

### AMBITION.

Let me be the author of a little kindly deed  
Of sacrifice and service for a fellow heart  
in need;

Let me live a poem of the self-denying will  
To lend a hand of helping to a comrade up  
the hill.

Let me be an artist of the sunlight on the  
flowers,

To fill some brother's darkness with the  
dream of golden hours;

Let me be a master of the music that the  
birds

Have set to artless measures with the most  
unstudied words!

Let me be a captain of the little hosts of  
joy

That lead us back in memory to the days  
of barefoot boy;

Let me be a ruler in the land of lost de-  
light,

With power to keep a comrade from the  
darkness and the night;

And if I serve but lamely, and if my song  
be poor,

Ah, may it bear a blossom of green beauty  
to thy door.

From lane and hill and hollow, until the  
city street

Grows like a dream of Eden with the  
bright blooms round its feet!

—Baltimore Sun.

### A PROSPEROUS YEAR

#### AT OHIO UNIVERSITY

A trip around Ohio University shows that institution to be a busy affair. Its growing days are not ended. Progress, activity, work are everywhere in evidence. Hard times and hot weather have not made a dent in the constantly increasing prosperity of the administration of Dr. Ellis and his able assistants.

The summer school is now in full blast, with the enrollment climbing on toward the seven-hundred mark. It will fall not far short of last summer's record, which showed ours to be one of the two largest summer schools ever held in the state. This result is very gratifying, for there have been unusual conditions this year which have tended materially to reduce the enrollment. The National Teachers' Association convention, held at Cleveland, O., took thousands of teachers to that end of



**FRANK PORTER**  
*Instructor in Chemistry*



AMY M. WEIHR, Ph. M., B. Ped.  
*Critic Teacher, Second-Year Grade*

the state and also the money which normally they use for defraying their expenses at summer schools. The hard times have kept many away, but the progress at Ohio University is such that these tendencies toward reducing the enrollment have scarcely been felt.

Boyd Hall, the new girls' dormitory, and the old dormitory are both filled to the extent of their accommodations, and hundreds of students have rooms with private families about town. The work being done is of an advanced character and the student body as a class is exceptionally strong. Everything points to a most successful term in every way.

Two new buildings are under headway on the campus, the gymnasium and the south wing of Ellis Hall. These buildings are to cost in the neighborhood of \$50,000 each, and will add materially both to the beauty of the grounds and to the efficiency of the work of the University.

The entire atmosphere of the institution gives evidence of thrift and wholesomeness.

It is not surprising, with a condition of administration like this, continuing from year to year, that Ohio University has forged her way to the front line of educational institutions in the state.

President Ellis, Dean Williams, Dean Chubb and the other members of the faculty are to be congratulated on the splendid condition of affairs at the University, and likewise the members of the board of trustees for their support of such an administration.—Athens County Gazette.

## THE PEDAGOGICAL LABORATORY.

By Prof W. A. Clark.

The pedagogical laboratory is as indispensable in the scientific study of pedagogy as the chemical laboratory is in the study of chemistry. Pedagogy is the science of education. Education is the constructive directing another's life by controlling its experiences. So defined, education may be made the subject matter of a true science, and pedagogy, like any other modern science, demands its laboratory workshop.

The pedagogical laboratory, like laboratories in general, has two distinct functions, discovery and exemplifications; or there are two forms of the laboratory; the research laboratory, for the discovery of new truth, and the teaching laboratory, for the corroborative exemplification of laws already known. "Model Schools," of State normal schools, are laboratories of the second type, in which expert teachers for the instruction of observing students exemplify, in actual teaching processes, fundamental educational laws. What the hospital "clinics" are to medical colleges, model schools are to the normal schools. The research pedagogical laboratory differs from the model school as the research laboratory of the paint manufactory differs from the chemical laboratory of the high school.

A pedagogical laboratory, whether for research or instruction, is an *experimental school*, equipped with children and the common material resources and appliances



OLIVE A. WILSON  
*Critic Teacher, Third-Year Grade*



MARGARET A. DAVIS

*Critic Teacher, Fifth-Year and Sixth-Year Grades*

of the school-room. A pedagogical experiment is a *teaching act*, conducted and valued as such. In his laboratory the pedagogist studies critically his own educational processes, with a view to discovering pedagogical laws. Each experiment has a single well-defined purpose; the educative materials are carefully selected and allowances made for possible errors, and the developing results are watched with a view to modifying the experimental process at any stage. The great value of the child-life upon which the experiment is performed demands that the experimenter shall always be a *teacher*, and that his experiment shall be a *teaching act* valued for its helpful effect upon the child's life.

While the research laboratory is practically unknown in the study of pedagogy, a scientific study of educational principles and laws demands the establishment of such laboratories in our universities and normal schools. They will do for pedagogy what they have done for every other modern science in which they have been employed.

### MANLINESS — GENTLEMANHOOD.

Thackeray in his essay on George the Fourth describes two events that occurred in 1784. One was the opening of Carlton House, by George IV., with a grand ball to the nobility and gentry. The other was Washington's resignation, as commander-in-chief of the American armies, presented to the Congress in an address characterized by modesty and wisdom.

Then Thackeray adds: "Which was the most splendid spectacle ever witnessed;—the opening feast of Prince George in London, or the resignation of Washington? Which is the noblest character for after ages to admire:—yon fribble dancing in lace and spangles, or yonder hero who sheathes his sword after a life of spotless honor, a purity unapproached, a courage indomitable, and a consummate victory? Which of these is the true gentleman? What is it to be a gentleman? Is it to have lofty aims, to lead a pure life, to keep your honor virgin; to have the esteem of your fellow-citizens, and the love of your fireside; to bear good fortune meekly; to suffer evil with constancy; and through evil or good to maintain truth always? Show me the happy man whose life exhibits these qualities, and him we will salute as a gentleman, whatever his rank may be."

**Joseph Addison:**—When this man looks from the world, whose weaknesses he describes so benevolently, up to the heaven that shines over us all, I can hardly fancy a human face lighted up with a more serene rapture: a human intellect thrilling with a purer love and adoration than Joseph Addison's. Listen to him; from your boyhood you have known the verses; but who can hear their sacred music without love and awe?

"Soon as the evening shades prevail,  
The moon takes up the wondrous tale,  
And nightly to the listening earth  
Repeats the story of her birth;  
And all the stars that round her burn,



WINIFRED L. WILLIAMS

*Critic Teacher, Fourth-Year Grade*

And all the planets in their turn,  
 Confirm the tidings as they roll.  
 And spread the truth from pole to pole.  
 What though, in solemn silence, all  
 Move round this dark terrestrial ball;  
 What though no real voice nor sound  
 Among their radiant orbs be found;  
 In reason's ear they all rejoice.  
 And utter forth a glorious voice.  
 Forever singing as they shine,  
 The hand that made us is divine."

It seems to me those verses shine like the stars. They shine out of a great deep calm. When he turns to Heaven, a Sabbath comes over that man's mind; and his face lights up from it with a glory of thanks and prayer. His sense of religion stirs through his whole being. In the fields, in the town: looking at the birds in the trees: at the children in the streets: in the morning or in the moonlight: over his books in his own room: in a happy party at a country merry-making or a town assembly, good-will and peace to God's creatures and love and awe of Him who made them, fill his pure heart and shine from his kind face. If Swift's life was the most wretched, I think Addison's was the most enviable.—Thackeray's Essay on Congreve and Addison.

#### Bryant's Seventieth Birthday.

(Nov. 3, 1864.)

"How shall we thank him that in evil days  
 He faltered never,—nor for blame, nor praise.  
 Nor hire, nor party, shamed his earlier lays?  
 But as his boyhood was of manliest hue,  
 So to his youth his manly years were true.  
 All dyed in royal purple through and  
 through."

—O. W. Holmes.

"Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report: if there be any virtue, and if there be any praise, think on these things."—Philippians IV.—S.

#### THE CERTIFICATION OF NORMAL-SCHOOL GRADUATES IN OHIO.

There is a general feeling that something in the way of professional recognition is due the one who makes special preparation for

teaching in a reputable training school for teachers. As to the way this recognition shall be given, anything like unanimity of opinion, among teachers and school officers in Ohio, has not yet been reached. In most of the states of the Union, the normal-school graduate receives a diploma which is a provisional or permanent certificate to teach.

The school ought to be safeguarded against the entrance of persons unprepared for the work of teaching. Scholarship is essential, but it is no more important than teaching skill. It must be admitted that the present plan of certificating teachers in Ohio tests only inadequately the mental attainments and teaching power of those seeking service as teachers in the public schools.

If one enters a *real* normal school with adequate scholastic ability and fair native wit and there pursues and finishes a course of academic and professional training covering a reasonable period of time, he has surely given stronger testimony that he is prepared to teach school with success than is presented by the average applicant who appears for the *test* in the county examination room. When the State of Ohio made provision for normal-school instruction in two of the state-supported institutions of learning an important step forward in recognizing teaching as a profession was made. Here was announcement from an authoritative source that there was something connected with teaching a school properly that called for special preparation on the part of the teacher. The next step in advance is to give recognition to the work done in the training of persons for teaching service in these state-supported schools. However, good training is rightly to be recognized wherever secured. If the teacher is well and truly prepared for his work, it matters but little to the individual or the community where that acquisition of teaching skill was secured. Hence, it is proper that any plan of certificating the graduates of state-supported schools should be so extended as to operate in such private foundations as may be deemed worthy.

If anything is to be done at all, it should be done in the simplest and most direct way. Any measure for legislative consideration should contain no *sleepers*—should not be so worded as to give one school, or one character of school, any advantage over another.

Indications point to favorable legislative action upon a bill of moderate length, of clear statement, and of equitable provisions. There is wide-spread feeling that present conditions are working worthy teachers over time in the examination room; that the existing plan of certificating teachers too often puts the skilled and the unskilled teachers on the same level—and that frequently a *dead* one; and that the time is most opportune for the inauguration of a state policy more appreciative of the value of professional training as a prerequisite to anyone's entrance upon the work of teaching.

The thoughtful attention of those interested is invited to the provisions of the bill presented herewith. It is the belief of the writer that Section 7 is unnecessary. That section is added to weaken—perhaps remove—the objection some urge to granting a normal-school graduate *any* grade of teacher's certificate without his undergoing examination from an outside authority.

#### A BILL.

To provide for the provisional and permanent certification, as teachers in the public schools, of the graduates of normal schools, teachers' colleges, and colleges of education in the State of Ohio.

*Be it enacted by the General Assembly of the State of Ohio:*

SECTION 1. That the diploma of a graduate of any normal school, teachers' college, and college of education, now established and supported, or hereafter to be established and supported, by the State of Ohio, shall be a provisional elementary school certificate valid for three years in any school district in Ohio; provided said diploma is granted only to such students as have taken a full two-year academic and professional course, entrance to which shall require graduation from a high school of the first class or equivalent scholarship.

SEC. 2. That the diploma of a graduate of any normal school, teachers' college, and college of education now established and supported, or hereafter to be established and supported, by the State of Ohio, shall be a provisional high-school certificate valid for five years in any school district in Ohio; provided said diploma is granted only to such students as have taken a full four-year academic and professional course, entrance to

which shall require graduation from a high school of the first class or equivalent scholarship.

SEC. 3. The two-year and four-year courses referred to herein shall include actual teaching under supervision in a training school including all elementary or secondary grades, as the particular grade of diploma naturally suggests, and shall be approved by the State Commissioner of Common Schools.

SEC. 4. The diploma or certificate of proficiency issued, by any of the institutions named in Section 1, to students having completed a special course, with training school experience, in music, drawing, penmanship, manual training, physical culture, domestic science, kindergartening, German, or such other studies as, by law or custom, are regarded as subjects of instruction by special teachers or supervisors shall be a provisional special certificate valid for three years in any school district in Ohio; provided that no such diploma or certificate shall be issued to anyone not having at least two years of academic and professional training beyond graduation from a high school of the first grade or equivalent scholarship.

SEC. 5. It shall be the duty of the State Commissioner of Common Schools to issue to every holder of one of these provisional certificates a life certificate of equal grade upon satisfactory evidence that the holder thereof has taught successfully at least two years, following the date of graduation, or longer, at the discretion of the State Commissioner of Common Schools.

SEC. 6. The provisions of the foregoing sections may be made applicable to such other normal schools, teachers' colleges, and colleges of education as shall give satisfactory evidence to the State Commissioner of Common Schools that their courses of instruction, including adequate training school facilities, are fully equal in academic and professional value to those operative in the state-supported institutions herein named.

SEC. 7. The State Commissioner of Common Schools, within thirty days prior to the date of graduation of any class of students who may become applicants for any grade of provisional certificate herein named, shall appoint a committee of not more than three—or less, at his option—practical and skilled teachers, whose duty it shall be to visit any of the institutions entitled to the privileges



and benefits of this act and to make such examination of the members of the graduating classes as in their judgment may be necessary to determine the fitness of said members to receive the provisional certificates herein authorized; all the actual expenses of said examining committee, not including compensation for services rendered, to be paid by the authorities of the institution visited.

#### Special Appropriations for Ohio University.

Herewith are shown the *special* appropriations made by the Ohio Legislature and the State Emergency Board, for seven years, in favor of the Ohio University at Athens, Ohio:

For year ending February 15, 1903:  
For improvement and repairs,

buildings and library..... \$10,000 00

For year ending February 15, 1904:

For library building and repairs.. \$10,000 00

For year ending Feb. 15, 1905:

Debt on Normal building..... \$27,000 00

Equipment Normal building..... 6,000 00

Ewing Hall bonds..... 5000 00

One year's interest on \$55,000 Ewing Hall bonds ..... 2,750 00

Total ..... \$40,750 00

For year ending Feb. 15, 1906:

Ewing Hall bonds..... \$10,000 00

One year's interest on \$50,000 Ewing Hall bonds..... 2,500 00

Equipment for library..... 5,000 00

For maintenance ..... 16,000 00

Equipment, repairs and maintenance girls' dormitory ..... 5,000 00

Repairs and improvements main building ..... 3,500 00

Total ..... \$42,000 00

For year ending Feb. 15, 1907:

Ewing Hall bonds..... \$5,000 00

One year's interest on \$40,000 Ewing Hall bonds..... 2,000 00

Women's dormitory ..... 40,000 00

Equipment of women's dormitory.. 5,000 00

Total ..... \$52,000 00

For year ending Feb. 15, 1908:

Ewing Hall bonds..... \$5,000 00

One year's interest on \$35,000 Ewing Hall bonds..... 1,750 00

Central heating plant..... 22,500 00

Remodeling east and west wings.. 15,000 00  
For erection and equipment north wing normal college building. 25,000 00

Total ..... \$69,250 00

To this should be added \$7,000 granted by the Emergency Board for the Central Heating Plant.

For year ending Feb. 15, 1909:

Ewing Hall bonds..... \$5,000 00

One year's interest on \$30,000 Ewing Hall bonds ..... 1,500 00

For the erection and equipment of the south wing of normal college building—Ellis Hall..... 35,000 00

Equipment and completion of women's dormitory..... 6,000 00

Completion of heating plant..... 7,000 00

For the erection and equipment of a gymnasium for the normal college ..... 35,000 00

Total ... \$89,500 00

Grand total for seven years....\$320,500 00

#### THE OHIO UNIVERSITY.

The Ohio University at Athens had 1,386 different pupils enrolled during the year just closed. To meet the demands for permanent improvements this year, the legislature just closing will vote the University about \$50,000.

Every dollar of this appropriation will go toward the completion of Ellis Hall—the great State Normal school building—and to provide an adequate gymnasium for the students.

The recent visit of Dr. Alston Ellis, the president of the University, to the schools of this city, Steubenville, Mingo Junction, and other eastern towns will be productive of good for both schools and university. His address here before the high school was as practical as it was scholarly, and it made a deep impression on all who heard it.—The Newcomerstown Index.

#### WORLD NO BETTER BY AN INCREASE IN POPULATION.

A few days ago the following telegram was received by President Ellis from the New York World, which evidently regards the import matter it suggests of vital interest or it would not be bearing the expense

of telegrams from leading educators:

Alston Ellis, Athens, Ohio.

President Seelye, of Smith College, in his annual report makes a plea for less strenuous entrance examinations on the ground that they foster postponement of marriage of college women. Higher education has become more expensive, which is unfortunate because most able persons come from the poorer classes. Modern college education should not contribute to the prevailing tendency toward celibacy. The World will be deeply obliged if you will wire your own opinion at our expense. We thank you in advance.

#### THE WORLD.

The reply, slightly modified from the telegraph form, was as follows:

The World, New York City.

I have not read President Seelye's report. It is my opinion, however, that college entrance requirements should be more flexible. Local educational facilities vary, making the preparation for college necessarily a variable quantity. Colleges should recognize this fact. After matriculation, students should receive no special release from standard requirements. Graduation should depend upon satisfactory completion of course and mental power acquired.

Hasty marriages are the bane of our social life. The cry against unmarried women and childless women is sheer nonsense. Postponed marriage and child bearing would be a blessing in many cases. We have people enough. The world is not better or happier by increase of population. Quality should count. A lion is not a wolf. No woman is under obligation to risk her life's happiness by rushing into marriage and its attendants. Married but unmated people keep the divorce courts busy. Perhaps educated women look before they leap oftener than their less thoughtful sisters.

To-day college education is within the reach of the provident poor as never before. One worthy of an education can get it if he really hungers for it. Higher education is not necessarily expensive. There are numbers of reputable colleges where young people can secure the best at small cost. Usually the young person who cannot bring college expenses in touch with average conditions is not worth educating. Hundreds of worthy young people secure educational advantages with money of their own making. Educating

such people is worth while. Our country's hope is centered in these coming, as they do, from homes marked neither by poverty nor riches.—Athens Messenger.

#### EDITORIAL IN SCHOOL BOARD JOURNAL, JULY, 1907.

There is no duty within the whole range of school administration more perplexing than that of removing undesirable teachers. Public sentiment is fickle. It will grunt and growl because of the retention of certain teachers. The moment steps are taken to weed out the weak ones, the cry of protestation goes up. \* \* \* When the school official starts out on the basis that the entire machinery of a school system has but one end to achieve—namely, the educational welfare of the child—he cannot easily go wrong. If this principle is backed by intelligent and fearless effort in carrying same into practical operation, a progressive school has been established.

#### ATHLETICS AT O. U.

The athletic spirit at Ohio University is entirely within bounds. Although during the last decade the interest in all field sports has grown more popular, yet it confines itself to the limits of reasonable manifestation. Never before has the department of athletics been so well organized or has given so much promise. Never before has it received the same recognition and financial support as at the present time.

Ohio University seeks to foster not a spirit in athletics, but it spares no effort to engender the *right* spirit—one that is judicious and wholesome. In intercollegiate contests Ohio's ideal is not that of victory merely, but of victory fairly won. Though the tendency in this phase of college activity is to run entirely to contests on the field, those in authority endeavor to encourage on the part of the students a general participation in indoor and outdoor physical exercises. They are solicitous that the student may realize in his own life the "sane balance" between mind and body. Not so much has been achieved toward bringing the entire student body in touch with the gymnasium and the field-work as will be accomplished in the near future.

The new gymnasium, with its thoroughly

modern equipment and its convenient appointments, will be an incentive to the most indifferent student to avail himself of its advantages and opportunities. The state will put into this building about fifty thousand dollars. Classes in gymnasium instruction, under the immediate control of the Director of Athletics, will be a permanent feature of the program of the University.

In the intercollegiate contests for 1908-1909, the outlook for Ohio is very encouraging. The coming fall the football squad will be under the coaching of Arthur McFarland, who has made much out of the teams in former seasons. Whatever may be the verdict passed upon the gridiron boys of 1908, it will not be gainsaid that the eleven evinced pluck and good training. It is hoped that the record of last year will be improved upon. Like many other colleges, Ohio had, in 1907, its days of defeat. The games and their scores were as follows:

Ohio, 5; Parkersburg Y. M. C. A., 5.

Ohio, 5; W. Va. U., 35.

Ohio, 47; Deaf and Dumb Institute, 0.

Ohio, 0; O. W. U., 6.

Ohio, 10; Parkersburg Y. M. C. A., 0.

Ohio, 0; Mt. Union, 30.

Ohio, 8; O. N. U., 0.

Slow and steady has been the progress made by the successive basketball teams. Until a few years ago, this sport received comparatively little attention here. To-day O. U. is able to render a good account of herself in the greater number of games played. Those who are especially conversant with the game think that the five of 1909 will surpass all previous records. Though the results of last winter indicate rather inconsistent work, the following account may be looked upon with satisfaction:

Ohio, 46; Parkersburg Y. M. C. A., 9.

Ohio, 25; Parkersburg Y. M. C. A., 18.

Ohio, 45; Starling O. M. U., 14.

Ohio, 24; Capitol, 16.

Ohio, 23; W. Va. U., 22.

Ohio, 20; U. C., 22.

Ohio, 16; Wilmington, 17.

Ohio, 10; U. C., 47.

Ohio, 8; Miami, 24.

Ohio, 33; Kenyon, 19.

Ohio, 45; Bethany, 14.

It is in baseball that Ohio achieves her signal success. It is very unusual, indeed, for any team to win every one of the sched-

uled games. The past season there were thirteen college games and thirteen clearly-won victories for Ohio. Early in the spring many of the enthusiasts entertained decided misgivings as to the outcome of the long list of contests. However, after the easy victory over Wesleyan, all had a feeling of assurance of the success of the "varsity." The following clipping from *The Athens Messenger* will explain itself:—

#### O. U.'s RECORD IN BASEBALL.

The Ohio University team, after defeating in twelve collegiate games eight of the best baseball teams of the state, now asserts her claim to the title of champions of Ohio. The record that Ohio has made in baseball circles of the state in past seasons came to a culmination this year in the high-class playing of the team and the consequent enviable record of no defeats.

While the good playing of a number of the players has been regular all through the season, a large share of the credit for a victorious season should be given to O. U.'s pitching staff, Kaler and Coleman, and to Blythe, catcher, whose fine work has been the delight of Athens rooters.

Kaler, in his first season of collegiate pitching, twirled seven games in which he allowed but 25 hits, struck out an even 100 batsmen, and gave 18 bases on balls.

In the six games pitched by Coleman, he showed a form that was a constant improvement on his work of last season, and showed him to be a very dependable man for the position. In the six games he allowed but 19 hits, fanned 63, and gave but 13 bases on balls. In these 13 games Ohio secured 91 hits, and but 85 of Ohio's batsmen fanned before the 14 pitchers that they have faced during the season.

Ohio has outclassed all of her opponents, both at the bat and in the field. The batting average of Ohio shows five men above .250—Evans, Starr, Blythe, Roderick, and Kaler, the former leading with .333. In the field seven men have an average above .900, Jones leading with a perfect record, the lowest average being .733.

Following is the schedule played, with the result of each game and the batteries of O. U.:

Ohio 2, Deaf Institute 1; Coleman, Ingels, and Blythe.

Ohio 10, Ohio Wesleyan 3; Kaler and Blythe.

Ohio 7, University of Cincinnati 3; Kaler and Blythe.

Ohio 6, University of Cincinnati 5; Coleman, Webb, and Russell.

Ohio 1, Capitol University 0; Kaler and Blythe.

Ohio 3, Starling-Ohio Medical 2; Kaler and Blythe.

Ohio 12, Miami 1; Coleman and Blythe.

Ohio 3, Denison 2; Kaler and Blythe.

Ohio 7, Denison 0; Coleman and Blythe.

Ohio 3, Otterbein 0; Coleman and Blythe.

Ohio 5, Kenyon 3; Kaler and Blythe.

Ohio 5, Kenyon 1; Coleman and Blythe.



*Samuel S. (Sunset) Cox*

### S. S. COX'S SUNSET.

#### A Great Old Sunset.

What a stormful sunset was that of last night! How glorious the storm and how splendid the setting of the sun! We do not remember ever to have seen the like on our round globe. The scene opened in the west, with a whole horizon full of a golden interpenetrating luster which colored the foliage and brightened every object into its own rich dyes. The colors grew deeper and richer, until the golden luster was transfused into a storm cloud full of finest lightning, which leaped in dazzling zigzags all around the city. The wind arose with fury, the slender shrubs and giant trees made obeisance to its majesty. Some even snapped before its force. The strawberry beds and grass plats "turned up their whites" to see Zephyrus march by. As the rain came and the pools formed and the gutters hurried away, thunder roared grandly and the fire bells caught the excitement and rung with hearty chorus. The South and the East received the copious showers and the West all at once brightened up in a long polished belt of azure worthy of a Sicilian sky.

Presently a cloud appeared in the azure belt in the form of a castellated city. It became more vivid, revealing strange forms of peerless fanes and alabaster temples and glories rare and grand in this mundane sphere. It reminds us of Wordsworth's splendid verse in his *Excursion*:

"The appearance instantaneously disclosed  
Was of a mighty city, boldly say  
A wilderness of buildings sinking far  
And self withdrawn into a wondrous death,  
Far sinking into splendor without end."

But the city vanished only to give place to another isle, where the most beautiful forms of foliage appeared, imaging a Paradise in the distant and purified air.

The sun, wearied of elemental commotion, sank behind the green plains of the West. The "great eye in heaven," however, went not down without a dark brow hanging over its departing light. The rich flush of unearthly light had passed and the rain had ceased; when the solemn church bells pealed and the laughter of children out and joyous after the storm is heard with the carol of birds, while the forked and purple weapon of the skies still darted illumination around the Starling College, trying to rival its angles and leap into its dark windows.

Candles are lighted. The piano strikes up. We feel it good to have a home; good to be on the earth, where such revelations of beauty and power may be made. And as we cannot refrain from reminding our readers of everything wonderful in our city, we have begun and ended our feeble etching of a sunset which comes so rarely that its glory should be converted to immortal type.

—From "*Ohio Statesman*," May 19, 1853.

## THE SUMMER-SCHOOL EXCURSION.

The annual excursion of the Summer School was enjoyed by about 170 of the students. The trip this year was a most enjoyable and profitable one to the Boys' Industrial School near Lancaster, Ohio. Not so many students as usual took advantage of this outing, but several good reasons may be found, the chief one being the fact that it came so near the close of the term, Saturday, July 25, and many students felt it necessary to remain at Athens to study for the final examinations and save their strength for what is to many a trying ordeal.

The excursion and annual picnic were planned and managed by Dean Williams and those who took the trip were all highly pleased with the fine outing afforded them. The trip from Athens to the Boys' Industrial School and return cost only one dollar, and all agreed that they received a big dollar's worth.

Leaving Athens at 5:50 a. m., the train reached Lancaster about 7:30, where a number of traction cars were ready to receive the entire party, and the trip of six miles to the B. I. S. was a most delightful one, along a very picturesque route, up hill almost all the way.

The Boys' Industrial School was formerly known as the Boys' Reform Farm, and a large farm it is, covering 1,248 acres. But "Industrial School" is a much better name, and it is hoped that the industrial feature may continue to grow.

We were met at the station by the superintendent, Col. C. B. Adams, who was compelled to be away from the institution during the day, but the assistant superintendent, Hon. George A. Stirling, and the financial officer, Hon. W. N. Hillis, took charge of our party and showed us many courtesies throughout the day. We were first shown a convenient room in which we deposited our lunch baskets, under the supervision of Dean Williams, and then we were ready at 8:30 to make a tour of the many buildings, under the skillful and enthusiastic guidance of Captain Sutphen, an officer past seventy-two years of age, but a polished and courteous gentleman of lively step, and as erect as a youth. He and Mr. Lytton, foreman of the carpentry and wood-working departments,

divided honors in escorting the crowd through the buildings of most interest.

We were shown through several of the newest cottages—the Pattison, the Nash, and others—and were shown the institutional or family life of the boys. One is impressed with the very fine opportunities the boys have to learn a trade, and many other advantages unknown to most of these boys at home.

We visited the planing mill, the carpenter shops, the printing office, where the boys print "The Boys' Industrial School Journal" twice a month, under the direction of Mr. Ralph E. Embrey, instructor in printing, the shoe shop, the tailor shops, the dairy, the gardens, and the school of telegraphy, where Mr. Charles E. Dunford, the instructor, took our telegrams, wired them in the regular way, and every boy on the circuit would take the message off, reading it by sound. The toy railroad illustrating the system of block signals, was operated by electricity, and was made quite realistic. The instruction here is certainly practical. About thirty boys each year finish this course and go out to earn salaries of \$50 to \$60 a month, from the start—salaries much better than their teachers who had reported these truants and delinquents a few months before.

Supt. H. V. Merrick is at the head of the school system and all the boys, 1,138 in number, are required to attend school, some of them one-half of each day and others all day. The general plan is to alternate the work in the shops and fields with the work in the school room. Boys do nearly all the work about the large estate—put out the crops, tend them, harvest them, and keep buildings, furniture, and grounds scrupulously clean. As it was Saturday we did not get to see the schools in session, but we saw the magnificent new school building.

There were many very pleasant incidents and occurrences that will long be pleasantly remembered. We venture the assertion that the little fellows at the Highland Cottage will long remember Miss Faris and the bear story she told them.

Many pages could be written describing what we saw, and our impression of the institution and its courteous officers and employers. Everything shows the mark of a master hand at the head and we find that type of mind in Col. C. B. Adams, the superintendent.

We saw the gymnasium, the chapel, the hospital, the administration building, the conservatory, the barns, the finely kept lawns, the beautiful driveways, and many other things of interest.

At 11:30 we saw the boys march in to dinner, after each "family" had gone home, cleaned up, and marched back to the clean and commodious dining-rooms, where a wholesome meal was served.

Then we all proceeded to the chestnut grove in front of the Highland, Ohio, and Bushnell cottages, where we partook of a most bountiful repast. All were hungry enough to enjoy most thoroughly the many good things those boxes and baskets contained.

After lunch was over there was some more strolling, especially by twos, and then came the ball game between the O. U. pick-up team and the regular B. I. S. team, consisting mainly of officers and employes, and only three "boys." The game was quite interesting and the score was 7 to 4 in favor of O. U., at the beginning of the last half of the ninth inning, when a dispute arose and the game was forfeited to O. U.

We left at 4 o'clock and reached Athens at 6:15, somewhat tired but well pleased with the fruits of the Summer-School excursion of 1908.

H. G. W.

## GOING TO COLLEGE—WHERE?

By Dean Edwin W. Chubb.

The day has passed when arguments are needed to show that the young man or woman will do well to go to college. It is conceded that success in life, and what is more important, success in *living*, is more likely to come to the youth with a college degree than to the one who is without it. The *Youth's Companion* recently remarked that fifteen out of twenty-five presidents were college graduates. This is a remarkable showing when it is remembered that the percentage of those who go to college is small compared with those who are denied that opportunity. Who are in the public eye to-day? Roosevelt, Taft, Bryan, Sherman, and Kern,—all graduates of colleges.

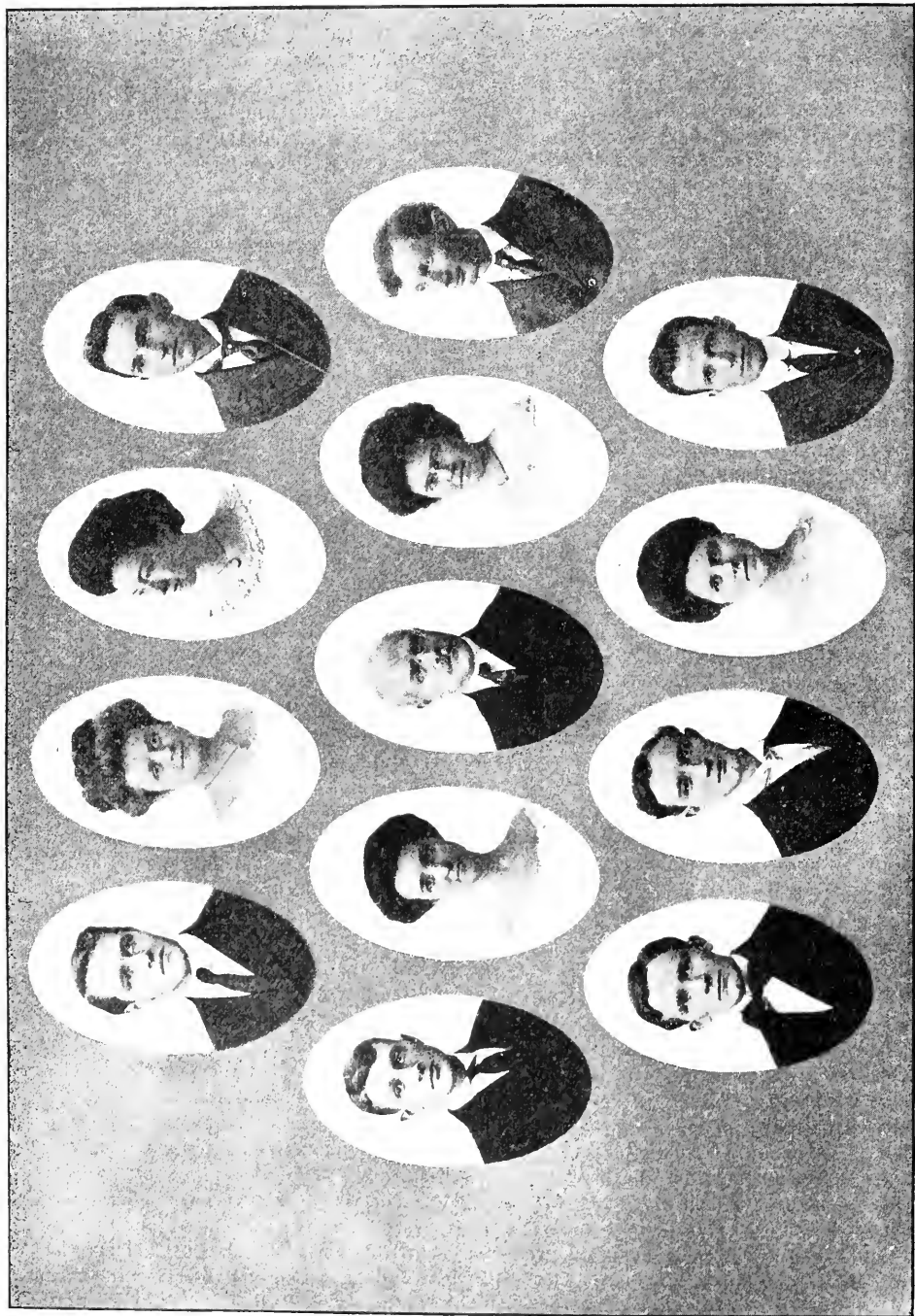
Success in living, however, is worth more than success in life. To be prominent in the public eye, through wealth or political prefer-

ment, is not the highest good, the *summum bonum*. To have health of body and wealth of mind, to have a trained intellect, keen perception, an active vision, power to see the great world movements, broad sympathy—these are some of the qualities that make life worth the living. And these are the qualities that a sane college education attempts to produce.

The important question that must be answered by every prospective college student is, Where shall I go to college? Occasionally this important question is decided with less thoughtfulness than would be given to the purchase of a fifteen-dollar suit. Few parents take the trouble an Eastern friend of mine took several years ago. He made a tour, visiting two small colleges and two of the most famous in the East. It may be interesting to note that he finally decided in favor of one of the smaller institutions. He felt that his son would receive more personal attention where there were four hundred students than where there were four thousand.

When a man leaves college he cannot take the college with him; he takes only what he has absorbed from the college. In the smaller college the student comes into personal relationship with his instructors, he is given more careful supervision, he is under the instruction of professors instead of young tutors and instructors. There is another particular, especially important, in which the smaller college has an advantage. The average boy or girl has greater opportunity to develop qualities of leadership. In the great populous universities that have grown up in recent years the average student is lost.

Of course, a college may be too small. Its equipment may be so meager that the student is cheated of his rights. Money is needed to keep a college abreast of the times. Libraries must be increased, laboratories in biology, in chemistry, in physics, in psychology should be generously maintained. No good college is self-sustaining. In a sense every college student, whether at Harvard or Ohio University, is a "charity student." If he attends a good private institution he is receiving the benefits of donations of individuals who have endowed the college; if he attends a state university he is receiving the benefits of state appropriations. At Ohio University, for every dollar paid by the student the univer-



*The English Club*—The English Club meets once a month. Its members consist of those students who are desirous of doing original work. The members read original poems and stories, and profit by mutual criticism. The interest from a fund of \$1,000 is given to that student or alumnus who writes the best poem.



sity spends ten more. At Ohio University during the past five years the salaries of the professors have been increased 25 per cent., and new buildings costing about \$370,000 have been erected or are in process of erection.

At Ohio University there are three courses leading to a degree in the College of Liberal Arts, and one four-year course leading to the B. Ped. degree in the State Normal College. The three college courses lead to the degrees of A. B., B. S., and Ph. B. To graduate from the College of Liberal Arts requires four years, or the completion of 2,500 hours. Of these, 1,500 are required and 1,000 elective. Well-prepared students who work hard and have more than average ability can complete the course in three years by attending three sessions of the Summer School.

A great number of electives is offered. As the student proceeds in his course the number of required subjects decreases. This is an expensive method for the college, as the elective system requires a greater number of teachers, but it is of great value to the student who wishes to specialize. If he wishes to be a physician he can elect all the work in the biological department; if he wishes to be an electrical engineer, he can take the electives in the department of physics; if he wishes to be a civil engineer, he can elect the work in the civil engineering department; if he wishes to be a teacher, he can elect a thousand hours in the State Normal College, and by taking the required work in one of the college courses, graduate with a college degree.

In selecting a college one should pay some attention to the healthfulness and beauty of the location. One does not wish to run into a typhoid fever nor into an environment uncongenial. Athens is a beautiful place; it is also singularly free from pestilence. The water is absolutely pure; there is no better in the State of Ohio. The people of Athens are proud of their little town, and they have much to be proud of. It is well paved, has sewers, good drainage, natural gas, electric lights, good stores, fine churches, both Protestant and Catholic, a fine hotel, progressive public schools, an old and growing university, and surroundings beautiful and picturesque. There are many people who feel that a small town is a far more desirable place for an undergraduate than a large city.

In the big city the individuality of the student is lost. It is so easy for the freshman to feel that in the crowded streets of the city his outgoings and incomings will be unnoticed. In the small town society in general acts as a policeman. Public opinion helps to control the student. Everybody knows him and he soon knows everybody. Then again, the student in the small town is not confronted with the same number of temptations that meet him in the city.

The cost of a college education is what stands in the way of many an ambitious youth. All that is needed to take a college course is a fair degree of ability, health, and DETERMINATION. Do not stay away from Ohio University because you cannot see how you can finish a four-year course. Go as far as you can; the lions in the path may be chained. About fifty students are making their own way at Ohio University. There is also an Alumni Loan fund of \$2,500 to be used in helping worthy students who have had two years of college credit.

An estimate of the cost for a year at Ohio University:

Registration fee .....	\$15 00
Board in clubs, average.....	90 00
Room .....	30 00
Books .....	15 00
Laundry .....	20 00
Incidentals .....	10 00
<hr/>	
Total .....	\$180 00

## SPECIAL OPPORTUNITIES FOR OHIO TEACHERS.

By Dean Henry G. Williams.

Although there are some unpleasant things connected with the work of teaching, yet the profession of teaching is growing in importance and recognition from year to year. In Ohio, slow but steady advances have been made, particularly since 1900. In that year a vigorous effort was made to secure legislation making provision for the establishment of a system of state normal schools for the training of teachers at public expense. The measure failed to pass, but the teachers and general public began to study the question more seriously and when the Legislature met two years later there was sufficient

sentiment to pass a bill establishing two state normal schools, one in connection with Ohio University, at Athens. This bill, known as the Seese Normal-School Bill, became a law March 12, 1902.

In this connection it would be well to review subsequent legislation affecting the teaching profession in Ohio. The Brumbaugh High-School Law was enacted the same year. This law defines and classifies high schools, and places the inspection and approval of their courses of study, and their classification, into the hands of the State Commissioner of Common Schools. This has already meant much to the teachers of the State, for the next Legislature, in 1904, enacted the Bonebrake School Code, in which high-school certificates were authorized, and all certificates were further classified into provisional and professional. These were important steps in the march of progress. Never before had there been such a thing as a high-school teacher's certificate in Ohio. These laws have greatly encouraged teachers to advance in scholarship and in professional zeal. Besides, these laws have encouraged the people to provide better high-school facilities, more teachers for high schools have been required, and on every hand more or less recognition has been shown to holders of professional and high-school certificates. This furnishes a worthy incentive to ambitious teachers.

The Legislature, in 1903, passed a law authorizing examiners to recognize diplomas from normal schools, and examiners may now grant certificates to graduates of the State Normal College without an examination in anything except theory and practice and the science of education. If the examiners choose to grant five-year certificates to such persons, said certificates are virtually State Certificates, since a new law, passed by the Legislature of 1903, makes all professional certificates valid in all counties.

The minimum salary law has also greatly advanced the interests of the teaching profession. The law resulted in adding fully one million dollars to the incomes of the teachers of this State. The state-aid law has been made effective by an appropriation to aid weak districts. The minimum term of eight months, a minimum salary of

\$40 per month, with pay for attending teachers' institutes, and release from gratuitous janitor service, are also new provisions of law.

All these aid in dignifying the profession and in making it more and more worth the while of teachers to make special preparation for the work of teaching.

The State Normal College of Ohio University, at Athens, Ohio, is a state institution equipped to train teachers for all grades of schools from the kindergarten to the high school inclusive. It enjoys the special advantages of association with Ohio University, a college of Liberal Arts more than 100 years old, with fine traditions, splendidly equipped laboratories, an extensive library, ample buildings, beautiful grounds, and all these in addition to the buildings and equipment of the State Normal College.

The courses of study offered cover every possible need of kindergartners, primary teachers, grammar-grade teachers, and high-school teachers. The Training School includes the Kindergarten, the Elementary School, and the Secondary School as the Preparatory Department of the College of Liberal Arts. No other school in the State offers such opportunities for observation and practice under skilled direction. The only State Training School in Ohio is to be found in connection with the State Normal College at Athens. A child may start to the kindergarten at four years of age and never leave until he graduates from the University.

The work of the Training School is fundamentally important in the training of teachers. Teachers must be taught by observation and by actual practice under competent supervision to teach according to the principles evolved through a study of the psychology of the child mind, its growth and needs.

There is a growing demand throughout Ohio for trained teachers. The towns and cities are in advance of the country or rural districts in this particular. Superintendents of cities appoint teachers, and the boards of education and the public in general feel more and more disposed to hold their superintendents responsible for the conditions of their schools. For this and other reasons, superintendents are anxious

to secure the services of teachers who have been well-trained—teachers who have been tested in actual teaching and management; teachers who are familiar with the great and fundamental principles of education; teachers who know what has been attempted in education in the past, and with what success; teachers who have studied the subject-matter of the school curriculum from the viewpoints of method and suitability to the needs and capacities of the pupil to be taught. All this means thorough training and it is just such work as the State Normal College is prepared to do, and to do as well as any of the other high-grade normal schools of this country.

The course for teachers who expect to teach in the elementary schools is a very popular one, and is exceedingly well planned to meet the needs of teachers who have had a good high-school course and desire to prepare to teach in the grades in our towns and cities. The course is designed to meet the needs, also, of those who desire to teach in the rural schools, and in some sections of the state township boards of education are learning to appreciate the value of this training, and are expressing their appreciation by paying salaries sufficient to capture well-trained teachers. It costs more time, effort, and money to prepare for such work and it is right that teachers so trained should be paid more for their services than those without training or successful experience. The laborer is truly worthy of his hire.

This course for elementary teachers covers two years of instruction and training. The work is practically all required work, but is so selected and arranged as to make the very best course that the wisdom and experience of seventy years of normal-school history and practice can produce. The limits of this article do not permit the reproduction here of the various studies in this course, but those who are interested should send for complete catalogue. There is also an excellent course for those who have not had high-school training.

**High-school teachers** and superintendents find the four-year courses leading to the degree of Bachelor of Pedagogy the very best courses for their purpose. These courses are the equivalent, in point of scholarship and culture, of any of the old-

time courses in our best institutions.

The State Normal College is unique in its organization and its articulation with the College of Liberal Arts. Ohio is the only state that has ever tried this plan, and as an educational experiment, the plan is being watched and studied by the leading educators throughout the country. Some ardent admirers of a college of liberal arts as the best place to prepare for all walks and duties of life, fear that the close contact with the professional school may weaken the work of the former; while some earnest advocates of the normal-school training fear that there may not be sufficient school spirit, professional enthusiasm, and normal-school atmosphere so close to a college of liberal arts. Both conditions may be made to exist, but there is no logic in their birth or presence. Each type of school may be made to support the other, and each needs the natural tone of the other. College professors need to be imbued with the true spirit of modern teaching along true pedagogical lines, and the normal school needs the dignity and tone of the college.

In this connection it should be noted that the State Normal College, is by law, a school of co-ordinate rank with the College of Liberal Arts. The State Normal College has its own departments, such as the Kindergarten, the Training School, the Public-School Art Department, and the Public-School Music Department. It is also co-ordinate in the sense that it is recognized in the laws of Ohio as an institution, receiving its own funds through a separate mill-tax levy upon all the taxable property of the state, and also through special appropriations of the State Legislature of moneys to be used for the State Normal College. These levies and special appropriations are not always as large as the friends of the institution would wish, but they have maintained the institution since September, 1902, and have added commodious buildings to the campus and fine equipment for the work so far undertaken.

Certainly it should be the ambition of all teachers who desire to win the greatest success in their chosen profession to secure the professional training which the State Normal College is so well equipped to



*Y. M. C. A. Cabinet*

give, and which it has already given to hundreds of teachers.

### THE TRAINING SCHOOL.

The Summer term of the Training School, of 1908, opened June 22nd, with all the teachers, the principal and five assistants or critic teachers, in service. Seven distinct grades were represented, from the beginners to the sixth grade inclusive.

We had one hundred and thirty-four pupils, about half of whom belonged to the Training School regularly. These children were here not only for their own profit but that through them the primary methods given in the Normal College might be illustrated.

We had this summer one hundred and thirty-five teachers taking Primary Methods and Observation. This class recited five times a week and was taught by the principal of the Training School. A period of fifty minutes of each recitation was given to observing lessons in the Training School. The teachers had an opportunity of seeing one lesson given in every subject in every grade. For example: suppose we were studying methods in reading. Beginning with the little ones who had just come in, the class saw a lesson given in every grade illustrating the theory just presented in the Method class.

In the afternoon there were two classes in Primary Methods; one taught by the principal of the Training School, and was for those who wished to take work for graded schools; the other, taught by the first assistant, was for those who expect to teach in ungraded schools. All who wished to complete the course in Primary Methods were required to take the work in one of the afternoon classes as well as that in the morning class.

An opportunity to teach in the Training School was given to those who had had unusual preparation and experience, provided they had taken, or were taking, Primary Methods.

All the work in the Training School was planned by the Principal, but was carried out largely by the five efficient critic teachers.

Each pupil teacher was required to observe the work of her critic teacher and write several lesson plans before being permitted to teach the class herself.

Fifteen young ladies, all with several

years' experience, enjoyed the privilege of teaching in our Training School this summer.

E. S. W.

### AN APPRECIATION FROM STUDENTS.

To-day, the demand made upon teachers has become so great that professional training is a necessity. Having heard of the advantages of the Training School of Ohio University, we decided to attend the Summer School, and found it to be more and better than represented. Here, as is not always customary, the regular professors are retained during the summer and an opportunity is given to the student to visit their classes. In the Training School we found very proficient teachers, each a model in her work. In the school, the pupils were just normal, coming from families in all stations of life. The leading features of the Training School are the honesty of the teachers in presenting the work, the thought, expression, and independence of the pupils. Great advantages are offered to teachers who wish to learn how to teach the enriched curriculum by the correlation of subjects.

We who were permitted to teach under the critic teachers, were required to prepare lesson plans for our work, which will be a help to us in the future. The theories presented by Miss Waite (graded) and Miss Faris (ungraded) were developed in the Training School and proved to be practical.

Miss Waite and her able corps of assistants spared neither time nor energy to make the work for us as helpful and practical as possible. Not only have we gained practical knowledge but much inspiration and enthusiasm as well. We feel that the summer's work was very profitable and that any teacher would feel amply repaid for having spent six weeks of her vacation in such effort. We go back to our work resolved that however successful our last year's work may have been, our next year's shall be more so.

### SCHOOL GARDENS.

By Dr. William F. Copeland.

The work in Elementary Science is now being organized in the State Normal College in a separate department established for that

purpose in June, 1907. In this brief account mention will be made only of the work of this department relative to Elementary Agriculture and more especially School Gardens.

The object of the work is to supplement the laboratory exercises with more complete and extensive out-door study in the gardens and also to serve as an aid and suggestion for teachers in public-school work. Students in preparatory botany and nature study will now be required to undertake some work or problem of this nature. This does not mean any difficult or detailed study of any given phase of agriculture, but simply the common everyday difficulties to be met in every garden and on every farm.

Most students and teachers know how to use the different tools ordinarily found in the garden or, as they say, "know how to hoe," but few of them know anything about the plant enemies that usually eat or destroy much of their crops in garden and field. Here is an opportunity to supplement the book work on insect study, for every season brings many harmful and beneficial types which not only afford material for study but in this case important material.

Still fewer teachers have any knowledge concerning the many fungus diseases, such as rusts, smuts, and blights. These are not uncommon enemies to the farmer but those met every season. The insects and fungi are certainly great open fields for study, and even the most common types are at best imperfectly understood. This fact makes the school garden a place to suggest not only problems for teachers, but here are problems and problems for the most thoroughly trained naturalists.

It is not enough to know something concerning the life history of these plant enemies. This suggests the problem of control, and in order to answer it the different devices for destroying such pests must be studied, such as insect traps and spraying solutions, and how to use them.

The plan and work as carried out this season can be briefly told as follows: A plot of ground containing about two acres was set aside for the purpose. In the start, it was well covered with ordinary rubbish, such as brickbats and tin cans. When the ground was finally ready for planting, it was divided into seventy-five plots 5x40 feet, besides some

larger plots for special purposes. Ten of these smaller plots were given the Training School and the remainder given the students and teachers.

In every case these plots were planned and planted by the student or, in case of the Training School, by the children in charge of their teacher. The gardens had been planted only four weeks when the school year closed. The plots were then transferred to students and teachers of the Summer School.

The experiences of the first season have suggested many difficulties in school gardening. First of all is the fact that school has closed before any of the plants have matured, and this is much of a disappointment to those who plant them. The other difficulties are not so important and cannot be discussed here. Our plan for another season is not to allow every student to plant a number of things, but only one in each plot. His task is to raise his particular plant in the *best* way possible and to be prepared to answer questions for other students and visitors.

This will have a tendency to make the whole garden and, for that matter, every small plot, a miniature experiment farm, where some real problem is being tried; and it is to be hoped that this method will overcome many objections on the part of the student and also give better and more lasting results.

---

## ELECTRICAL ENGINEERING AND PHYSICS IN OHIO UNIVERSITY.

---

### Advantages.

Ohio University is a State institution with free tuition, free library, now occupying the new Carnegie Building, literary societies, musical, scientific, and other organizations, adding much to the advantages of engineering studies. The whole atmosphere of college surroundings is beneficial and constitutes no small advantage over the technical school. In the Ohio University small classes of from twenty to fifty, and attention to individual students, largely by heads of departments, are advantages that can hardly be overestimated.

### Equipment.

This department now has the following laboratories: A large one for Elementary

Physics and Electricity, another laboratory for advanced Physics, a room of the same size for an electrical laboratory, a photography room, photographic room, a dynamo, and transformer laboratory, a boiler room, engine and dynamo room; these are in addition to the draughting-room, the recitation rooms, offices, and the shop. In all these the students have the advantage of practical training in the various branches of steam and electrical engineering work. The laboratories contain the necessary instruments for physical and electrical measurements; the shop, the required tools and machines for all kinds of light construction work; the testing laboratory is provided with alternating current and direct current motors and dynamos, ranging in size from one-fourth to fifteen H. P., rotary converters, single and three-phase induction motors, a gas engine, various types of transformers, rheostats, lamp-racks, tachometers, watt-meters, ammeters, voltmeters, electrodynamic meters, etc.; the power room with a direct connected Thompson-Ryan-McEwen set, and a Monarch-Corliss engine belted to a Bullock three-phase alternator; also the necessary switch-boards, exciter, etc.

### Opportunities and Positions.

Would you know what you can do, and what you can earn after completing the course in Electrical Engineering? This depends largely on how much originality and initiative you naturally possess and can develop while in college, whether you complete a full course for a degree, or are satisfied with an election of the course given below only. The questions can probably best be answered by stating what a few of our recent engineering graduates are doing. Among those who received a degree, one is associate professor in a technical school, two are professors in western colleges, one instructor in department of Physics in an Eastern university, another a professor in the middle states, one assistant examiner in U. S. patent office, one member of an electrical supply and construction company, another teacher of science in high school, one turbine expert for the General Electric Company, others employed by manufacturing and construction companies in various parts of the country, such as the General Electric, Westinghouse, Bullock, etc. Salaries of the above range from \$1,000 to \$2,000 a year. Some

recently completing the course below without finishing the full Scientific course, are filling the following positions: Superintendents of municipal and other electrical plants; electricians for lighting and power companies, manufacturing concerns, mines, and cement works; motor inspectors for steel mills, manufacturers, etc.; construction men and repair men for power and lighting and other concerns; operators in light and power plants, substations, and switch-boards; apprentices and testers in Westinghouse, General Electric, and Bullock companies. Salaries of these vary from \$650 to \$1,500 a year.

Positions are waiting for good men. College men are particularly sought by employers. This fact is very encouraging. So great is the demand that many are induced to leave before finishing, and those who finish obtain good positions at once. All the electrical men who finished the course last year are already located, and a number of others who have not yet finished have work for the summer in various engineering positions. The Ohio University may help you select a profession, prepare you for it, and recommend your abilities to the inquiring employer.

### Course of Study.—Requirements.

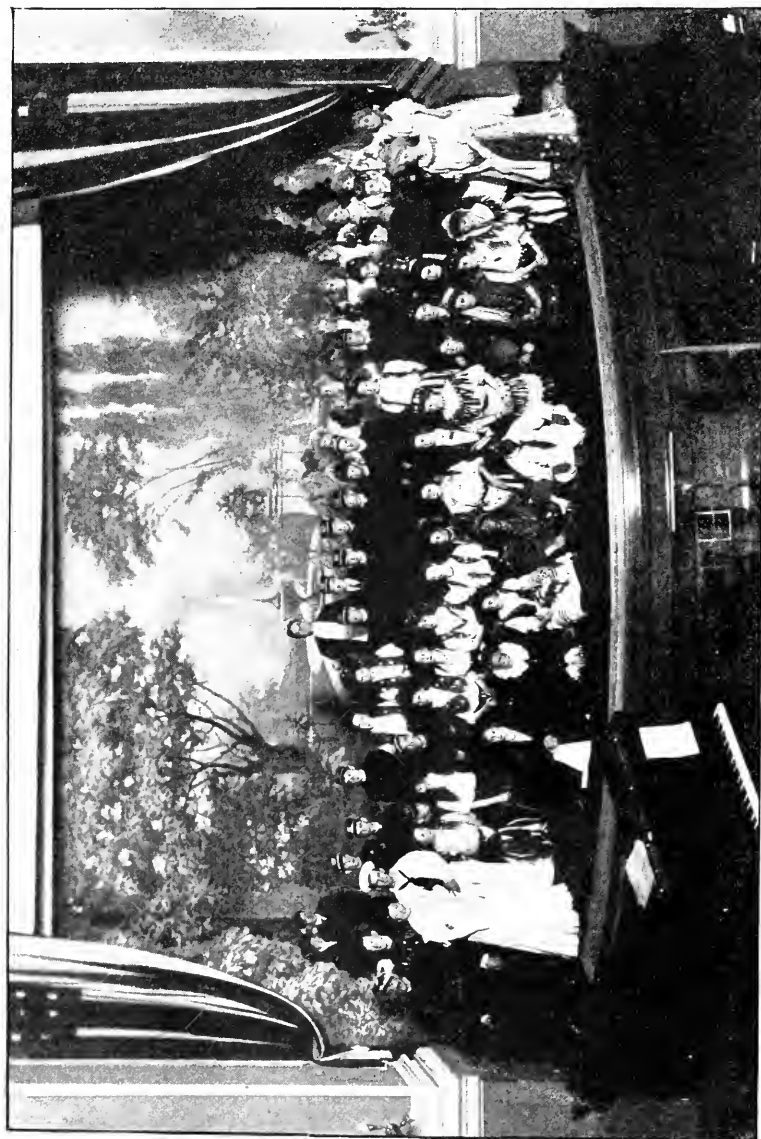
If not a high-school graduate, it will be necessary that you have completed one term of Rhetoric; two terms of Literature, American and English; three terms of Algebra; and Plane Geometry before beginning the course. These may be taken in the State Preparatory School of Ohio University. The course below leads to a diploma. It may all be taken as an elective course in connection with the Scientific course as outlined in the catalog, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well.

#### First Year.

FALL TERM—Physics, Class Work, and Laboratory, 5; Solid Geometry, 4; Direct Current Machinery and Appliances, 4; Drawing and Descriptive Geometry, 3; Freehand Drawing, 2; Shop Work; Station Practice, University and City Stations, 1.

WINTER TERM—Physics, Class Work, and Laboratory, 5; Algebra, 4; Electrical Distribution, 4; Descriptive Geometry and Mechan-





*Cast and Chorus of "Princess Bonnie"*

cal Drawing, 3; Freehand Drawing, 2; Shop Work; Station Practice, 1.

**SPRING. TERM**—Plane Trigonometry, 4; Electrical Designing, Wiring, and Armature Winding, 2; Electrical and Magnetic Calculations, 4; Steam Engineering, 4; Mechanical Drawing, 2; Freehand Drawing, 2; Shop Work; Station Practice, 1.

### Second Year.

**FALL TERM**—Alternating Current Machinery, 4; Central Stations, 3; Chemistry or Spherical Trigonometry, 4; Dynamo Laboratory, Direct Current Machinery, 4; Mechanical Drawing, 2; Shop Work; Station Practice, 1.

**WINTER TERM**—Commercial Law, 3; Electrical Transmission of Power, 4; Telephony, 3; Chemistry or Analytical Geometry, 4; Mechanical Drawing, 2; Shop Work; Station Practice, 1.

**SPRING TERM**—Electrical Measurements, 4; Electric Railway, 3; Analytical Chemistry or Differential Calculus, 4; Surveying, 4; Commercial Law, 3; Mechanical Drawing, 1; Shop Work; Station Practice 1.

## CIVIL ENGINEERING.

Students contemplating a course in Civil Engineering should investigate that offered at Ohio University. If a four-year course is desired, take the first two years at Ohio University, where the expenses are a minimum. The course offered will prepare the student to enter the Junior class of any first-class technical school. If a short, thorough, and practical course is wanted, Ohio University is the place where it can be found. A large part of the work is done in the draughting-room and in the field.

Students completing this course find no trouble in securing good positions at excellent salaries.

The Department is well-equipped with instruments and apparatus for properly presenting each subject offered in the course. The draughting-room contains thirty-two large tables with lockers; also two large mapping tables, where the topographic and railroad maps are made. The instrument-room contains six transits, five levels, one plane table, one compass, two stadia rods, five level rods, three hand levels, one altitude barometer, fifteen steel tapes, twenty-

five sight-rods, and all other accessories essential to field work.

A cement laboratory has been added. This is equipped with all the modern apparatus for practical cement testing. Much attention is given to this part of the engineering work.

The building known as "East Wing" has been remodeled and fitted especially for the Civil Engineering Department, everything being arranged for the convenience of the students.

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying, and Railroad and Highway Engineering.

The work in English, Mathematics, Sciences, and Languages is done in the regular University classes.

**REQUIREMENTS FOR ADMISSION**—English: One term of Rhetoric, two terms of Literature. Mathematics: Three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Department of the University. This course may be taken as elective work during the four years of the Scientific Course.

### Course of Study—Civil Engineering.

#### First Year.

**FALL TERM**—Solid Geometry, 4; Physics, 5; Descriptive Geometry, 3; Mechanical Drawing, 2; English, 3.

**WINTER TERM**—College Algebra, 4; Physics, 5; Descriptive Geometry, 3; Mechanical Drawing, 2; Freehand Drawing, 1; English, 3.

**SPRING TERM**—Plane Trigonometry, 4; Leveling and Surveying, 4; Descriptive Geometry, 3; Mechanical Drawing, 2; Freehand Drawing, 1; Field Work, 2.

#### Second Year.

**FALL TERM**—Railroad Engineering, 4; Field Work, 2; Electricity, 4; Civil Engineering, 4; Drawing, 2; Cement Laboratory, 1.

**WINTER TERM**—Electricity, 4; Civil Engineering, 4; Elements of Mechanics, 3; Stereotomy, 2; Drawing and Mapping, 2.

**SPRING TERM**—Topographic Surveying, 2; Electricity, 2; Engineering Construction, 4; Field Work, 3; Drawing, 2; Civil Engineering, 2.

## THE COMMERCIAL COLLEGE. NUMBER OF STUDENTS.

The current catalogue shows a list of 169 students who were enrolled in commercial classes last year. Of this number 40 were students in other departments who elected one or more commercial subjects as a part of their regular course and the remainder were here primarily for commercial work.

### ASSISTANT ELECTED.

At its June meeting, the Board of Trustees elected Mr. George C. Parks, Ph. B. '08, assistant in the Commercial College. As he elected our commercial work in his regular course, he is well qualified for the place. He will have the classes in Penmanship, Commercial Geography, Money and Banking, and a part of the work in Accounting.

### SUCCESS OF THE FIRST GRADUATE OF FULL COMMERCIAL COURSE.

Mr. Roy T. McClure, '04, was the first to complete our full Commercial course. He is now Cashier of the People's & Drovers' Bank of Washington C. H., Ohio, which has a capital stock of \$150,000. This is an unusually responsible position for a man of his years. However, the good record which he has made thus far would seem to justify the prophecy that Mr. McClure will "make good."

### ADDITIONAL COURSES OFFERED.

Professor Copeland has arranged to give the following additional courses:

1. **COMMERCIAL SEMINAR.**—One hour per week throughout the year, and open to students who have had a year of Accounting and two terms of Commercial Law. *The Bankers' Magazine*, *Journal of Accountancy*, *Business World*, and commercial subjects in other magazines will form the basis of this work.

2. **CORPORATION AND TRUST PROBLEMS.**—Three hours per week in Winter term, and open to those who have had *Corporation Accounting*.

3. **ACCOUNTING AND SYSTEM PROBLEMS.**—Three hours per week in the Spring term and open to those who have had a year of Accounting. In this course systems for various businesses will be devised, criticised, and compared and the principles of Ac-

counting will be applied to the solution of a number of difficult problems.

### PHONOGRAPHS FOR DICTATION.

In order to afford students in Stenography and Typewriting ample practice in taking dictation, the classrooms have been equipped with the latest improved phonographs. They may be regulated to any speed. The one in the typewriting room is operated by electricity.

### OHIO UNIVERSITY GRADUATES WHO ELECTED COMMERCIAL COURSES.

Guy D. Miller, A. B. '06—Teacher of Commercial Branches, High School, Bradford, Pa.

Lucy Mae Taylor, Ph. B. '06—Teacher of Stenography, State Normal School, Indiana, Pa.

Ethel Riley, Ph. B. '03—Teacher of Stenography, Public High School, Salt Lake City, Utah.

R. F. Bishop, Jr., A. B. '03—Cashier, Barber Asphalt Co., Brighton, Trinidad, B. W. I.

T. L. Morgan, Ph. B. '03—Court Stenographer, Athens County, Ohio.

George C. Parks, Ph. B. '08—Assistant in Commercial College, Ohio University.

### COMMERCIAL COURSE. PREPARATORY.

#### First Year—First Term.

Elementary Rhetoric .....	(5)
Physical Geography .....	(5)
U. S. History .....	(5)
Beginning Algebra .....	(5)
Drawing .....	(1)

#### Second Term.

American Literature .....	(5)
U. S. History .....	(3)
Algebra .....	(5)
Commercial Geography .....	(5)
Drawing .....	(1)

#### Third Term.

American Literature .....	(5)
Civil Government .....	(5)
Algebra .....	(5)
Commercial Arithmetic .....	(5)
Drawing .....	(1)

**Second Year—First Term.**

Elementary Physics .....	(5)
English Literature .....	(5)
General History .....	(5)
Elementary Physiology .....	(5)
Penmanship .....	

**Second Term.**

Elementary Physics .....	(5)
English Literature .....	(5)
General History .....	(5)
Botany .....	(5)
Penmanship .....	

**Third Term.**

Advanced Rhetoric .....	(5)
Plane Geometry .....	(5)
General History .....	(5)
Botany .....	(5)
Penmanship .....	

**COLLEGIATE.****First Year—First Term.**

Accounting .....	(5)
American History .....	(4)
A Modern Language or Stenography....	(5)
Mechanical Drawing Lettering .....	(2)

**Second Term.**

Accounting .....	(5)
American History .....	(4)
Commercial Law .....	(3)
A Modern Language or Stenography....	(5)

**Third Term.**

Office Practice .....	(5)
American History .....	(4)
Commercial Law .....	(3)
A Modern Language or Stenography....	(5)

**Second Year—First Term.**

Corporation Accounting .....	(3)
College Rhetoric .....	(3)
Political Economy .....	(2)
Ethics .....	(3)
A Modern Language .....	(4)
Commercial Seminar .....	(1)

**Second Term.**

Corporation and Trust Finance.....	(3)
English .....	(4)
Sociology .....	(3)

Political Economy .....	(2)
A Modern Language .....	(4)
Commercial Seminar .....	(1)

**Third Term.**

Office Practice .....	(2)
Money and Banking .....	(3)
Accounting Problems and Systems.....	(3)
English .....	(3)
A Modern Language .....	(4)
Seminar .....	(1)

**TEACHER'S COURSE IN STENOGRAPHY LEADING TO A DIPLOMA.****First Year—First Term.**

Stenography .....	(5)
Typewriting .....	
College English .....	(3)
American History .....	(4)
Elective .....	(3)

**Second Term.**

Stenography .....	(5)
Typewriting .....	(2)
College English .....	(3)
American History .....	(4)
Elective .....	(3)

**Third Term.**

Stenography .....	(5)
Typewriting .....	(2)
College English .....	(3)
American History .....	(4)
Elective .....	(3)

**Second Year—First Term.**

Stenography .....	(4)
College Rhetoric .....	(3)
Introductory Psychology .....	(5)
Elective .....	(5)

**Second Term.**

Stenography .....	(4)
Introduction to Prin. of Education.....	(3)
Amanuensis Work .....	(2)
College English .....	(3)
Elective .....	(5)

**Third Term.**

Stenography .....	(4)
Introduction to Prin. of Education.....	(3)
Amanuensis Work .....	(2)
College English .....	(3)
Elective .....	(5)



*The Debating Union*—This is the newest club in college life. It meets twice a month for the purpose of training in debate. From these debaters two teams of three each will be selected to engage in inter-collegiate debate. It is probable that debates will be held during the coming winter with Otterbein and Heidelberg.

## THE SCHOOLMASTERS' CONFERENCES.

Monday, July 20, 1908, to Thursday, July 30, 1908, inclusive.

Five conferences were provided for, but additional ones were held in order to give time for the proper discussion of all the topics scheduled. Faculty members and some prominently connected with public-school work were in attendance and took part in the discussion of the different topics. The attendance at these conferences was unusually large and the interest on the part of those present was most marked. The scope of the work done is shown, in part, in what follows:

1. **The Organization of the Rural School;** grades, length of class periods, promotions, etc.

2. **The Rural-School Library;** its functions and management.

3. **Elementary-School Science in Rural and Elementary Schools;** differences, scope, and character of courses in Elementary-School Science.

4. **Reading in the Elementary School;** materials and method.

5. **Elementary Agriculture;** its possibilities in the rural schools of Ohio.

6. **Manual Training** as an elective course in elementary and high schools; its relation to moral and intellectual education; suggestions as to present possibilities in this direction.

7. **Relation of Public Education to Social and Industrial Conditions;** the work of the Industrial Commission of Massachusetts.

8. **The Place and Use of Types** in the teaching of Geography.

9. **The High School;** its function and basis of classification.

10. **The Place of Vocational Subjects** in the high school.

11. **The Report of the Committee of Seventeen** on the professional preparation of high-school teachers.

12. **The Annual Institute;** its defects, the remedies, and its function.

13. **The Summer School in Ohio;** its function and how improved.

14. **The Rural-School Problem in Ohio.**

15. **Symposium;** how can the Normal College be made more helpful to teachers?

## O. U. SUMMER SCHOOL.

June 22, 1908—July 31, 1908.

Enrollment of students by states and counties:

States.	No. Students.
Ohio .....	600
California .....	1
Kentucky .....	4
Maryland .....	1
Massachusetts .....	1
Missouri .....	1
New York .....	1
Oregon .....	1
Pennsylvania .....	4
West Virginia .....	7
Canton, China .....	1
Noami, Japan .....	1
Total .....	623
Men, 236, women, 387; total.....	623

## OHIO COUNTIES REPRESENTED, 70.

Name.	No. Students.
Athens .....	163
Fairfield .....	30
Washington .....	26
Perry .....	23
Ross .....	22
Meigs and Vinton .....	21
Licking .....	20
Franklin .....	18
Scioto .....	16
Muskingum .....	15
Gallia, Jefferson, and Monroe..	12
Guernsey and Jackson .....	11
Huron, Pike, and Tuscarawas..	8
Highland, Morgan, and Pick- away .....	7
Ashtabula, Fayette, and Ham- ilton .....	6
Belmont, Hocking, and Noble..	5
Erie, Portage, Sandusky, and Shelby .....	4
Adams, Carroll, Champaign, Co- lumbiana, Crawford, Hancock, Knox, Lawrence, Lorain, Mad- ison, Seneca, Trumbull, and Williams .....	3
Allen, Brown, Clinton, Dela- ware, Holmes, Richland, Stark, Summit, and Union...	2
Butler, Coshocton, Cuyahoga.	



LILLIAN GONZALEZ ROBINSON, A. M.  
Instructor in French and Spanish

Defiance, Fulton, Geauga, Greene, Harrison, Lake, Lu- cas, Marion, Medina, Mercer, Montgomery, Preble, and Van Wert .....	1
Ashland, Auglaize, Clark, Cler- mont, Darke, Hardin, Henry, Logan, Mahoning, Miami, Morgan, Ottawa, Paulding, Putnam, Warren, Wayne, Wood, and Wyandot .....	0

Total number of students..	623
States and countries represented	12
Enrollment of pupils in Train- ing School, unregistered .....	134
Attending Teachers' Confer- ences, unregistered .....	47

SUMMER SCHOOL OF OHIO UNI-  
VERSITY, ATHENS, OHIO.

June 28, 1909—August 6, 1909.

General Information.

ATTENDANCE STATISTICS—The attendance of students at the Summer School of Ohio University for the last nine years is here-with shown:

Year.	Men.	Women.	Total.
1900.....	36.....	29.....	65
1901.....	45.....	57.....	102
1902.....	110.....	128.....	238
1903.....	159.....	264.....	423
1904.....	194.....	363.....	557
1905.....	220.....	430.....	650
1906.....	207.....	449.....	656

1907.....	236.....	442.....	678
1908.....	236.....	387.....	623

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the next to the last week of the term.

In 1908, the students came from all sections of Ohio and represented seventy counties of the State.

NEEDS CONSIDERED AND COURSES OFFERED—

In arranging the courses of study for the Summer School of 1909, the various needs of all classes of teachers and those preparing to teach have been carefully considered and fully provided for. About one hundred and thirty courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1909, which will begin June 28th and continue six weeks.

FACULTY—A Faculty of forty members will have charge of the instruction. Please to note that all the instructors, with few exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.

SELECTED WORK—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out systematically the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

COURSES OF STUDY—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*



**REVIEWS**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

**SPRING-TERM REVIEWS**—The Spring term of Ohio University will open Monday, April 5, 1909, and close Thursday, June 24, 1909. On Monday, May 3, 1909, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, Physiology, Physics, Botany, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certificating teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1909. Only a *just portion* of the usual term fee of \$5 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects. However, *none of this work is promised*.

**PRIMARY TEACHERS**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially* valuable. *Every teacher* of the rural schools, will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

**EXPENSES**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save

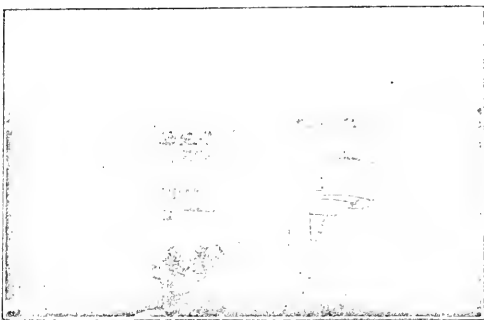


*The President's Home*

special instruction in private classes. Boarding in clubs, per week, costs from \$2.25 to \$2.50, and in Boyd Hall and Women's Hall, \$2.50. A student may attend the Summer School six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy, less than this would be required.

**AMPLE ACCOMMODATIONS**—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the University*, may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented from \$0.75 to \$1.00 each per week.

**WOMEN'S HALL AND BOYD HALL** — These two buildings will accommodate about 125 women students. They are owned by the University and the rooms are of good size and well furnished. Students securing quarters here will pay from \$3.25 to \$3.50 per week for board and lodging. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand. Write to Miss Birdine Stanley, Dean of Women. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. Eight hundred students can find desirable accommodations in Athens.



*The Hocking River at Athens*

**WHAT ATHENS CAN DO**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1908, every student had been eligibly located. Accommodations for at least 250 additional students were available.

**FREE LECTURES**—Arrangements have been made for a series of nine, day and evening, free lectures to be delivered in the Auditorium of the University within the period covered by the Summer term.

**TEACHERS' CONFERENCES**—At least six conferences—two hours each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management.

**OHIO SCHOOL LAWS**—Particular attention will be given to the provisions of Ohio's *new school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**LABORATORIES, ETC.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*. The *new* gymnasium is one of the finest and best equipped buildings of the kind in Ohio. In hot weather the natorium will have strong attraction for students.

**TEXT-BOOKS**—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient.

**RANGE OF STUDIES**—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Nor-

mal-College courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (three classes), Grammar (three classes), U. S. History (three classes), Ohio History, Algebra (four classes), Public-School Drawing (three classes), Free-Hand Drawing (three classes), Book-keeping (two classes), General History (three classes), Physiology (two classes), Psychology (two classes), Zoology, Political Economy, Beginning Latin, Caesar, Virgil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special Methods in School Studies, Pedagogical Conferences, Geography (three classes), American Literature (two classes), English Literature (two classes), Word Study, Literature in the Grades, Preparatory Rhetoric (two classes), English Poetry, Byron, Keats, and Shelley, Tennyson, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, Elementary Agriculture, Bird Study, Botany (two classes), Observation in Training School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, Surveying, Field Practice, Mechanical Drawing, How to Teach Reading, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

**OTHER BRANCHES**—Arrangements can be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction,

in each branch, will not exceed \$5.00 for the full term of six weeks, or \$0.50 for each lesson. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**SUMMER-SCHOOL ADVANTAGES**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

**HOW TO REACH ATHENS**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the state and reach Athens within a day.

**REQUESTS FOR NAMES**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be interested in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**A TEACHERS' BUREAU**—Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

**CONCLUSION**—The President of the Univer-



*"The College Green"—Ohio University*

sity will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 20, 1908, the total enrollment was 1,386 different students. The total enrollment of different students for the college-year ending June, 1909, will not fall below 1,450. For latest catalogue other printed matter, or special information, address

ALSTON ELLIS.

*President Ohio University, Athens, Ohio.*

## DEPARTMENTS AND COLLEGES OF THE OHIO UNIVERSITY.

### I. College of Liberal Arts:

1. Course leading to the degree of Bachelor of Arts (A. B.):
2. Course leading to the degree of Bachelor of Philosophy (Ph. B.).
3. Course leading to the degree of Bachelor of Science (B. S.).

Each of these is a four-year course, based upon graduation from a high school of the first grade, or equivalent scholarship, and requires 2,500 college hours—1,500 required and 1,000 elective—for its completion.

**II. The State Normal College:**

1. Normal Preparatory Course — *three years.*
2. Course in Elementary Education — *two years.*
3. Course in Kindergarten—*two years.*
4. Course in Secondary Education—*four years.*
5. Courses in Supervision—*four years.*
6. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*
7. Special Course in Drawing — *Sufficient time to earn the special Certificate given.*
8. Special Course in Public-School Music —*Sufficient time to earn the Special Certificate given.*

Admission to any of these courses, save No. 1, is based upon graduation from a high school of the first class or equivalent scholarship.

**III. The Commercial College:**

1. A Preparatory Course—*two years.*
2. A Collegiate Course—*two years.*
3. Special Courses in Accounting, Type-writing, and Stenography.

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions. All the work scheduled is very thorough and practical.

**IV. College of Music:**

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

Each Faculty member is a specialist and conducts work of a high order of merit. Students are entitled to pursue work in the other colleges of the University without paying additional fees. A diploma from the

College of Music is not easily obtained, but it is worth its cost of time, labor, and money when secured.

**V. The Department of Physics and Electrical Engineering:**

As a part of the scheduled work in this Department is the following Short Course in Electrical Engineering:

**COURSE OF STUDY.—REQUIREMENTS.**—If not a high-school graduate, it will be necessary that you have completed one term of Rhetoric; two terms of Literature, American and English; three terms of Algebra; and Plane Geometry before beginning the course. These may be taken in the State Preparatory School of the Ohio University. The course referred to below leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalog, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well. See outline of the two-year course on page 99 of this Bulletin.

The completion of this course will prepare the student for practical work at good wages and will fit him for advanced standing in the best technical schools of the country.

**VI. Department of Mathematics and Civil Engineering:**

The Work of this Department is of wide range and special excellence. It includes a Short Course in Civil Engineering as follows:

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying, Railroad and Highway Engineering, and Engineering Construction.

The work in English, mathematics, sciences, and languages is done in the regular University classes. See outline of the two-year course on page 101 of this Bulletin.

This Short Course is designed to prepare students for practical wage-earning work and for advanced standing in some technical school of high grade.

**VII. The State Preparatory School:**

The presence of a Preparatory School in connection with the State Normal School and the College of Liberal Arts is a necessity under existing educational conditions. Per-

*Athletic Field—Showing Football Game*

sons who can secure full high-school training at home are urged to get it before attempting to gain admission to any of the departments or colleges of the University. The Preparatory School of Ohio University is a model of its kind. Here students with any kind of deficiency in high-school training can make adequate preparation for entrance into the Freshman class of any of the departments or colleges of the University. Such students have the best possible instruction and all the privileges of general culture enjoyed by members of the regular college classes. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been carefully considered and fully provided for in the courses offered.

Primarily, the Courses of Study are planned with two ends in view: (1) To give the student the best possible instruction for the time he may be able to remain in college and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

#### VIII. The University Summer School:

The work of the Summer School for 1909—June 28-August 6—will be shown, in detail, in a special Bulletin to be issued early in the coming year. The general plan of organization and management will be similar, in all essential features, to that which has proved so popular with students, teachers, and prospective teachers heretofore.

It is confidently asserted that this work, while of wide range and carried on somewhat hurriedly, is of high academic and professional value to teachers and those preparing to teach. In the selection of subjects of instruction and the preparation of the recitation scheme, regard has been had for the known wants of students wishing either review or advanced work. From the scheduled recitations, any one can surely select *some* study or studies that will largely if not fully meet the purpose that prompts him to seek summer-school advantages.

GENERAL.—Alston Ellis, President of the University, Edwin W. Chubb, Dean of the College of Liberal Arts, Henry G. Williams, Dean of the State Normal College, Charles M. Copeland, Principal of the Commercial College, James Pryor McVey, Director of the College of Music, Fletcher S. Coultrap, Principal of the State Preparatory School, Albert

A. Atkinson, Professor of Physics and Electrical Engineering, Lewis J. Addicott, Professor of Civil Engineering, and Eli Dunkle, Registrar, will gladly and promptly answer any inquiries regarding the work they have severally in charge.

All general communications should be addressed to

PRESIDENT OHIO UNIVERSITY,  
Athens, Ohio.

#### LICKING COUNTY.

Licking county was well represented at O. U. this summer by twenty-four teachers. These held their first meeting July 6th in Ewing Hall, when the following officers were elected: President, B. B. Spohn; Secretary and Treasurer, Grace Edgerley; Corresponding Secretaries, Mary Adam and Ilo Burrell.

A picnic was planned for Saturday, July 18th, but on account of disagreeable weather the Club was entertained by Misses Lottie Baker, Essie Miller, Edith Leake, May Varner, Grace Edgerley, and Ilo Burrell at the home of Supt. B. O. Skinner. An enjoyable time was spent by those present.

The picture of this Club, of which only twenty-two were present, shows as follows: From the left, first row: Ida Davis, Ilo Burrell, Lottie Baker, Rollo Baker, Essie Miller, May Varner, Carl Osborn; second row: J. G. Hickox, Edith Leake, Chloe Sharritt, J. W. Adams, Nellie Evans, Mabelle Mitchell, Bessie Hankinson, Leona Donaldson; third row: B. B. Spohn, Leona Griffith, Jay Myers, Grace Edgerley, Herbert Parr, Mary Adam, David Grubb.

Miss Gladys Beecher and Nellie McNealy were absent when the picture was taken.

J. W. Adams, who received the degree of A. B. at Ohio University in June last, has been hired to teach in the Newark High School the coming year.

B. B. Spohn has been re-elected as Superintendent of the Brownsville schools.

J. G. Hickox will teach in the Pataskala schools the coming year.

Nellie McNealy was, for some reason, unable to attend any of the meetings of the Club, perhaps due to her unlooked-for promotion to the 5th grade in South 5th School at Newark, where she will teach this year.

Mabelle Mitchell and Gladys Beecher will teach in the Newark schools this year.



Y. W. C. A. Cabinet

Leona Donaldson, who teaches in Delaware county, comes into the Licking County Club for the Summer-school pleasures.

Mary Adam will teach the second and third grades in the North 4th School of Newark.

Bessie Hankinson will have her first experience in teaching school the coming school year. Miss Ilo Burrell has had experience as a substitute, but expects to teach during the next school year.

Essie Miller and Grace Edgerley are two of Johnstown's best teachers.

Jay Myers and David Grubb, teachers of the past year, have decided to attend O. U. Both are quite humorous and are capable of entertaining the Club for hours at a time.

The others that appear in the picture have great love and admiration for O. U. and say they would like to return when the Fall term begins.

Miss Lottie Baker expects to teach next fall.

Edith Leake returns to Athens when the Fall term begins, to enter as a regular student. Mary Varner expects to return to O. U.

Herbert Parr, Chloe Sharritt, Rollo Baker and Carl Osborn are going to teach near their homes this winter.

#### FAIRFIELD COUNTY.

First row, beginning at left: Perry W. Fattig, Trafford Bretz, Gladys Johnson, Gustavus C. Stemen, Hazel Stoneburner, Henry C. Snider, and May Johnson.

Second row, beginning at left: Edwin H. Kuhn, Hattie Morris, Leona Littlejohn, Lida McCullough, and Thomas L. Hewitson.

Third row, beginning at left: Edna Belle McCandlish, Mayme Kester, James F. Hawk, Lenore Stage, James P. Alford, Nettie Kumler, Amy Beery, Edith A. Buchanan, and Webster S. Krout.

Back row, beginning at left: Amos R. Morris, Frank K. S. Pugh, Jean Z. Beery, Frederick C. Landsittel, John S. Talbot, and Orlando D. Brown.

Again Fairfield county has a good representation in the O. U. Summer School, ranking next to Athens county in number of students enrolled—30. The progressive teachers of this far-famed county make their yearly visit to O. U. and carry back new enthusiasm to their work, lifting their pupils and them-

selves into a clearer appreciation of the true meaning of education.

The coming school year will find Trafford Bretz of Pleasantville in the rural schools; Lida McCullough of Bremen, at West Rushville; Gladys Johnson of Basil, as principal at Bremen; Mary Johnson in the primary school of Basil; Hazel Stoneburner as cadet teacher in the Lancaster school; Lenore Stage in the Lancaster High school; Mayme Kester of Lancaster, as teacher at Carroll; F. C. Landsittel as Supt. Amanda schools; E. H. Kuhn as Supt. Sugar Grove schools; Hattie Morris of Carroll, as primary teacher in the Rushville schools; Amy Beery of Rushville, as rural school teacher; J. P. Alford of Bremen, at College; J. S. Talbot as Principal of the Pickerington schools; A. R. Morris of Carroll, as Supt. Kirkland schools; Leona Littlejohn of Baltimore, as teacher in rural schools; Edith A. Buchanan of Baltimore, as student at O. U.; J. Z. Beery in service at Rushville; F. K. Pugh of Lancaster, as teacher at Dumontville; J. F. Hawk of Petrolia, Pa., as Science teacher in the Lancaster High school; P. W. Fattig of West Rushville, as student at O. U.; and O. D. Brown of Bremen, in West Rushville schools.

#### VINTON COUNTY.

The three gentlemen in the row at the top are popular and honored members of the Faculty of O. U., having Vinton as their native county. They are from left to right: Prof. Fletcher S. Coultrap, Prof. Eli Dunkle, and Prof. Hiram R. Wilson.

Miss Louise Ogan of McArthur, who formerly taught the advanced grammar grade in her home schools, will be a student at O. U. the coming year.

Miss Mary Julia Burkett of McArthur High school, 1908, will teach near Hawk, O.

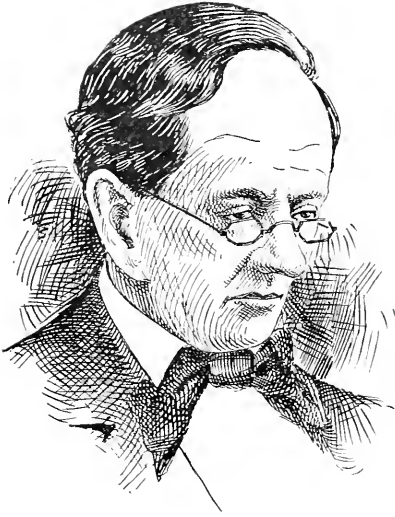
Mr. Edward King of Creola is a student of the McArthur High school, class of 1909. Miss Ada Swartz is also a member of the same class.

Miss May Swartz will teach this year at Vinton Station.

Miss Nelle Swartz, who has successfully taught the primary grade at Zaleski the past two years, will have charge of the same work this year.

Miss Fanny Wood, of McArthur, will teach in Knox township.





*Wm. H. McGuffey*

Miss Minnie Wyman, of McArthur, will be engaged in teaching in her home county.

Miss Mary Reed, of Wilkesville, one of the county's progressive young teachers, will teach in Knox township.

Miss Nora Barnes, of Oretton, will be one of Clinton township's teachers.

Mr. Harold Shively, of McArthur High school, 1908, expects to teach in his home county.

Mr. Olan Fri, of Creola, will teach in Swan township.

Mr. Clarence Warren, a student of the McArthur High school, will be in the employ of the National Cash Register Company of Dayton, O.

Mr. George Tatman, of New Plymouth, who was superintendent at Haydenville last year, will do High-school work at Thurston, Fairfield county, the coming school-year.

Mr. Walter Allen, of New Plymouth, a Junior at O. U., will continue his work at the University, as will Miss Ione Perkins, of McArthur, who is also a member of the class of 1910.

Miss Stella Miller will again be in charge of the work of the seventh and eighth grades at Hamden Junction.

Mr. Bundy Smith, of McArthur, is a member of the High school of that place.

Miss Edna Burns, of McArthur, will teach in her home school the coming year.

Miss Mary M. Soule, of Wilkesville, who taught the Academy school at that place last year, will have the same work this year.

## JACKSON COUNTY.

Rear row, beginning at left: Clyde A. Clark, Ora C. Lively, Estel Dempsey, Margaret A. Davis, Prof. D. J. Evans, and Stella Davis.

Front row, beginning at left: Iva Gertrude Cooper, Hannah Anita Wells, Thomas F. Morgan, Margaret Edith Jones, and Emmett V. Springer.

Jackson county can boast of having four representatives in the O. U. Faculty and one member of the O. U. Board of Trustees.

Prof. D. J. Evans, the well-known head of the Department of Latin in O. U., began his career as a teacher in the common schools of Jefferson township, Jackson county. He is one of the most beloved and competent instructors in the University.

Supt. James E. Kinnison, of the Jackson public schools, a graduate of Ohio University, is a member of the O. U. Board of Trustees.

Miss Margaret Edith Jones graduated from Oberlin Conservatory of Music in 1899, after five years of study. She also studied in Leipzig, both in the conservatory and privately one year from September, 1899. Miss Jones taught in Warren Academy, Warren, Ill., during the years 1900 and 1901, when she became an instructor in the College of Music of Ohio University. In June, 1908, she received the Bachelor of Music degree from Oberlin Conservatory of Music.

Prof. Thomas N. Hoover graduated from the Jackson High school; received his baccalaureate degree from Ohio University in 1905 and at once became Assistant Professor of History in his Alma Mater; attended the Harvard Graduate school from 1906 until 1908, also acting as assistant in the Department of History and Political Science; and received the A. M. degree from Harvard in 1907. He has recently been elected Professor of History in the State Normal College of Ohio University.

Miss Margaret A. Davis is a native of Jackson county. She entered O. U. in 1901. Miss Davis taught in the Athens public schools and later became a critic teacher in

the Training School of the State Normal College.

E. V. Springer has taught four years and has attended O. U. a number of terms. He will enter as a regular student in the University next year.

Ora C. Lively is a graduate of King's School of Oratory. She taught one year in the Shawnee High school. She won the Brown-Ellis Athenian first prize in oratory in the Philo-Athenian contest, June 21, 1908.

Bessie Harper graduated from the Wellston High schools in 1907. She was a regular student in O. U. last year and will teach the third grade in the Wellston schools next year.

Anita Wells has attended O. U. two years and will teach in the Wellston public schools next year.

Iva Cooper has taught two years and expects to be in college next year. Estel Dempsey will teach in Jackson township next year.

Clyde A. Clark has taught six years in Jackson county and two in Gallia. He will engage in teaching next year.

Clyde Byers will attend the Jackson High school next year. Miss Stella Davis, a graduate of the Jackson High school, will teach in Jackson county the coming year.

T. M. Morgan is a student in the Ohio University.

#### NOBLE COUNTY.

Noble county is making a creditable record at O. U. It had three representatives at the O. U. Summer school of 1907. The last registration gave the county nine representatives.

Early in the term the students called a meeting and elected Miss Rosalie Brotton president and Miss Bertha Bridgman secretary.

Later on a union was formed with the students from the other counties composing the 15th Congressional district. All enjoyed a picnic on North Hill, where a group picture was taken.

Rosalie Brotton has made a record as primary teacher at Caldwell, O. She expects to return to O. U. the coming year in order to complete a course in the State Normal College.

Rebecca Mincks has taught successfully in Noble and Washington counties. She is an excellent student, as well as teacher.

Nora O. Darrah, a graduate of Macksburg high school, has just completed her first year as teacher. She has been very successful in her work.

Chandler Clark Gregg says "O. U. is all right." He has had work at West Lafayette and Marietta. He has spent two summers at O. U., and is now elected to the principalship of the Lore City schools for the coming year.

Moody L. Gregg, a graduate of the Byessville High school, class of 1908, is spending his second term at O. U. He has been employed as principal of the Hartford public schools.

Josephine A. Blakely is an enthusiastic teacher and has been elected to a position in the New Matamoras schools. She expects to return to O. U. in the spring of 1909.

Ellene Neptune has been quite successful in her work. As a reward for her good teaching she has been elected to do sixth-grade work in the schools of Woodsfield.

Bertha Bridgman has been elected to the grammar grades of the Athens public schools. This will be her third year in these schools. She is attending O. U. that she may be better fitted for her work.

#### MUSKINGUM COUNTY.

John G. Gerwick, a graduate of the A. B. course of Taylor University, 1899, is taking review work at O. U. He will teach general history in the Zanesville High school the coming year.

John S. McGinnis of Trinway will superintend the schools of West View, Zanesville, O., the coming year. He is one of Muskingum county's leading educators. He has served as County Examiner and has taken a prominent part in institute work.

Clyde White, of New Concord, will graduate from the Ph. B. course, class of 1909, O. U. He has a host of friends among the students.

Warner C. Minner is spending his first summer at O. U. He plans to return next year. He will teach in Muskingum township.

Harlan J. Dickerson, Alva Blackstone, and George Leroy Huffman will continue their studies at O. U. the coming year.

James H. White, of Chandlerville, will become a regular student at O. U. next year.



*Thomas Ewing*

W. L. West has been employed as teacher in the High school at Stafford, Monroe county.

Philo was represented at the Summer School by Miss Lulu N. Moore, principal of South Zanesville schools and Miss Florence Hall, primary teacher at Duncan Falls.

Miss Helen Frazier will continue her work as primary teacher at South Zanesville. Miss Bessie A. Morgan will teach the primary grade at Trinway.

Miss Jennie O. Johnson is enjoying her first summer's work at O. U. Miss Lulu B. Denney will teach in her home school, Mt. Sterling, and Miss Nettie F. Sniff in Hopewell township.

#### **TUSCARAWAS VALLEY CLUB.**

Front row, left to right: Frank R. Speck, Clara Creal, Mary Temple, and Harry W. Bechtol.

Second row, left to right: Emma S. Kratsch, Everett M. Preston, Nelle Drumm, and Boyd M. Crout.

Back row, left to right: Edwin A. Portz, Caroline M. E. Buch, William Loring Hall, Margaret Reinke, and Laura Simpson.

The Summer-School students from the counties of Stark, Tuscarawas, and Coshocton met July 3rd and organized the Tuscarawas Valley Club. Mr. Loring Hall, Port Washington, was elected president; Mr. Boyd M. Crout, Dresden, treasurer; Miss Nelle Drumm, Gnadenhutzen, secretary; and Miss

Emma Kratsch, Massillon, assistant secretary.

Stark county had two representatives, Misses Emma Kratsch and Ella Buch, both of Massillon. These ladies have spent several summers at O. U.

Tuscarawas county furnished the largest delegation to the club. Mr. Loring Hall is a resident of Meigs county, but comes to Tuscarawas this year as Superintendent of Schools, at Port Washington. He has taught seven years in the public schools of Meigs county and for two years has been Superintendent of Schools at Marlboro, O. He has spent five summers at O. U., pursuing the Philosophical Course in the College of Liberal Arts.

Mr. Edwin Portz, of Stonecreek, O., has been at O. U. two summer terms. He has been a successful teacher in the public schools of Tuscarawas county for several years and expects to continue that work this year.

Miss Clara Creal is the only student from New Philadelphia. This is her first term at O. U. and she finds it both pleasant and profitable. She will teach second and third grades at New Philadelphia this year.

Mr. Frank R. Speck and Miss Mary Temple represent Uhrichsville. Mr. Speck has been at O. U. three years pursuing the Philosophical Course. He will finish Voice and Public-School Music next year. He is the busy man of the club, for, in addition to its duties, he is stenographer for Prof. C. M. Copeland, manager of the Miller club, and director of the M. E. choir. This is Miss Temple's first term at O. U. She will be supply teacher in the Uhrichsville schools.

Gnadenhutzen sent Miss Margaret Reinke and Miss Nelle Drumm. Miss Reinke has been at O. U. three summers and teaches fifth and sixth grades at Canal Dover. Miss Drumm has spent one summer at Wooster and two at Athens.

Miss Laura Simpson, of Freeport, goes to Uhrichsville this year as second-grade teacher. Miss Simpson has spent one year at Scio College and one term at Athens. She expects to finish the Normal Course at O. U.

Coshocton county furnished three members of the club. Mr. Everett Preston, Coshocton, has been at O. U. two summers. He has been a very successful teacher in the public schools of Coshocton county several years and last year accepted the position of Ward Principal at Fostoria. His success there is shown by

his having been elected to the same position for the next two years.

Mr. Boyd M. Crout, Dresden, is pursuing the Philosophical Course at O. U., and will graduate next June after which he will enter a medical college. Mr. H. W. Bechtol, Coshocton, finished the Electrical Course at O. U. last June and is now looking for a position as teacher of Chemistry and Physics. Mr. Bechtol has had experience as teacher previous to his entering O. U.

### QUADRI-COUNTY CLUB.

Front row, beginning at left: Bessie E. Sexton, Leah Stookey, Mildred C. Barnes, Flora Gaye Yankey, Grace McVey, Cora Louise Fultz, Fay Thompson, Bessie I. Mowbray, and Lillie A. Faris.

Second row, beginning at left: Cora A. Williams, Stella Turner, Edward H. Pake, Emma A. Beath, William H. Clark, Margaret M. Morris, William T. Morgan, Elizabeth Clark, and Nellie C. Wetzel.

Third row, beginning at left: Georgiana Kirk, Edna M. Stauffer, Winifred L. Williams, Albert Fling, C. H. Crowdon, Maude H. Dailey, Lenna May Grice, Lillian D. Norris, and May Florence Organ.

Back row, beginning at left: Dean Henry G. Williams, Thomas Walker, Glenn Frye, Benjamin H. Cottrill, Clifford Cox, Albert F. Cameron, Mary J. Morris, Irene Jones, and Lulu N. Moore.

The Quadri-County club organized at the beginning of the Summer term and elected the following officers: President, Dean Henry G. Williams; Vice President, A. F. Cameron; Secretary, Margaret M. Morris; Executive Committee, Lillie A. Faris, Winifred Williams, Lenora Fults, W. T. Morgan, and Edward Pake.

The Quadri-County club selected July 18th as the day on which to hold its annual picnic. Owing to bad weather, the idea of a picnic had to be abandoned, but in the evening the club met in Ellis Hall and spent a very pleasant time. After lunch had been served, Dean Williams, acting as toast-master, recalled a similar meeting when the Quadri-County club was the first to hold a social function in Ellis Hall. He then gave a few well-chosen words in praise of Highland, his native county, after which representatives from the counties Clin-

ton, Fayette, and Ross responded with appropriate toasts.

The latter part of the evening was spent in games and merry-making; and when the time for departure arrived all felt a debt of gratitude was due to the members of the Executive Committee, who had made possible so delightful an evening.

### SIXTEENTH CONGRESSIONAL DISTRICT.

Front row, left to right: Jennie Bess, Jennie Williams, David L. Buchanan, Rachel E. Shane, Prof. C. M. Copeland, Mary V. Dean, Elizabeth Brandt, and Dr. W. F. Copeland.

Second row, left to right: William T. Morgan, Dora Elliott, George F. Creamer, Laura Simpson, Cela L. Stauffer, Alva Earl Clegg, Carrie Ora Feisley, John C. Richards, Winona Shane, and Phoebe E. Tisher.

Back row, left to right: Minnie O. Hurd, Eunice A. Vail, Ramona Smyth, James R. Mayes, Sydney Morrow, Estelle Mae Tubbaugh, Olive B. McEndree, Eva Faye Brown, Charles A. Hickman, Verda L. Ogg, Bertha O. Hurd, Pearl B. Hogue, William L. West, William A. Smith, H. W. Clark, Nora U. Yingst, and Chauncey Q. Brandt.

The Congressional District has organized every summer for the past few years. This year's organization is as follows: President, J. R. Mayes; Secretary, Madge Lindsay.

Prof. and Mrs. C. M. Copeland gave the students a notable reception at their beautiful home on the evening of July 3rd.

Misses Harriett Smurthwaite, Carrie Ora Feisley, Jennie Williams, Eunice A. Vail, and Jennie Bess are progressive workers in the Steubenville schools.

Mr. J. R. Mayes is working toward graduation from the O. U. College of Liberal Arts in June, 1909.

Miss Nora U. Yingst will resume teaching in the schools of Toronto, O.

David L. Buchanan, Principal of the Berg-holz schools, is looking forward to the completion of a course in the State Normal College of Ohio University.

Miss Mary V. Dean is a successful teacher at Brilliant, O.

Miss Winona Shane will teach in Island Creek township, Jefferson county.

Miss Rachael E. Shane, a graduate of the Steubenville high school, and Miss Eva Faye



*Manasseh Cutler*

Brown, a graduate of the Toronto high school, have profited by special work in Summer-School classes.

Sydney Morrow is an advanced pupil in the Toronto high school.

Elizabeth Brandt and Chauncey Q. Brandt will engage in teaching.

John C. Richards will enter upon a regular course at O. U.

Misses Bertha O. Hurd and Minnie O. Hurd have in contemplation the completion of a course at O. U.

Miss Estelle Mae Tubaugh, of Hannibal, will continue as teacher of an ungraded school.

Miss Cela L. Stauffer will continue teaching and enter O. U. at the beginning of the Spring term of 1909.

Miss Ramona Smyth's work in the Summer School has been preparatory service as teacher. Alva E. Clegg and Charles A. Hickman, of Round Bottom, will continue teaching.

Miss Phoebe E. Tisher will continue teaching at Hannibal.

William A. Smith will have charge of the Dexter City schools.

William Lee West will continue at the head of the Stafford schools. Miss Pearl B. Hogue will soon begin her fifth year of teaching in these schools.

Miss Lenora V. Ogg will teach a primary grade in the Lewisville school.

William T. Morgan, formerly of Belmont

county, will teach biology in the Athens high school.

Miss Olive B. McEndree will teach her fifth consecutive term in Warren township, Belmont county.

Miss Dora B. Elliott, of Bellaire, will teach in Colerain township and later will enter O. U. as a student.

John H. Trimble, of Jacobsburg, will complete the two-year course in Electrical Engineering at O. U. next year.

Miss Madge Lindsay, of Bridgeport, has already spent a year at O. U. She will soon complete the Classical Course.

Charles F. Sharp will continue as Principal of the Brookside school in Bridgeport.

Misses Bertha E. Brast and Amy A. Korner will teach in the New Matamoras schools.

George F. Creamer is a ward principal at Bridgeport.

Miss Laura Simpson, of Freeport, was the sole representative from Harrison county.

#### SCIOTO AND PIKE COUNTIES.

First row, beginning at left: Clara Ella Kuhner, Egbert E. Slavens, Harriet A. Woodell, Luther A. Thompson, Mary Grant, and John H. Bouts.

Second row, beginning at left: Clark Fullerton, Lenna Hawk, Laura Vallery, May Reif, Margaret E. Evans, and Osa Wamsley.

Back row, beginning at left: Howard E. Stone, Harry T. Beatty, Anna Haley, Nathan B. Giles, Clara Schreiber, and Amy Evans.

#### FRANKLIN COUNTY.

Front row, beginning at left: August Weber, Laura Davis, Katie Thomas, Judson A. Weed, and Loretta Tyler.

Rear row, beginning at left: Lena Weber, William F. Shier, Mary Ora Watts, Cora Schilling, and Emory Windle.

#### WASHINGTON COUNTY.

Front row, beginning at left: Asher H. Dixon, Ethel Clark, George W. Jacoby, Elizabeth Hall, Francis H. McVay, Katharine B. Zimmer.

Second row, beginning at left: Luna Campbell, Irwin C. Meredith, Gertrude Bartlett, Frederick B. Hildebrand, Louise Browning, Fred C. Langenberg, Mary A. Wiper.

Back row, beginning at left: Clyde M. Bailey, Jennie Bess, Fred B. Goddard, Lulu L. Edgerton, Bessie C. Haas, Harry D. Humiston, Gladys Gage, Heber McFarland.

### NEWS NOTES.

The Summer School closed Friday, July 31st. Enrollment: Men, 236; women, 387; total, 623.

The Fourth-of-July exercises were worthy of the day. Appropriate addresses were delivered by President Ellis and Mr. James P. Wood, Jr., of Athens; Hon. Elisha A. Tinker of Chillicothe; and Hon. Emmett Tompkins of Columbus.

On the evening of July 17th, the University Auditorium was filled with students and townspeople to hear the tariff question discussed by Prof. Henry W. Elson, of the University Faculty, and Gen. Charles H. Grosvenor, the "Sage of Athens," who represented the Eleventh Ohio District a score of years in Congress. The debate was well sustained by the able disputants and proved of great educational value to all who heard it.

Saturday, July 25th, was "excursion and picnic day." More than two hundred students enjoyed a trip to the Boys' Industrial School, near Lancaster, O. All returned, reporting "a good time" and with keen appreciation of courtesies shown them by the authorities of the institution visited.

The souvenir number of the Ohio University Bulletin will be profusely illustrated. The publication will be of general interest to all and of particular value to those who attended the O. U. Summer School of 1908. Free distribution of this publication will be made until the edition of 5,000 copies is exhausted.

Summer-School students of 1909 will find the south wing of Ellis Hall and the new Gymnasium, now in process of construction, completed and in use.

All women students who so desired found homelike and inexpensive quarters in Boyd Hall and Women's Hall.

The lecture plan of teaching is not much in vogue at the O. U. Summer School. Classroom work is of the highest order of excellence. The student whether pursuing review or advanced studies comes into close personal touch with the instructor who is, in nearly every instance, a member of the University Faculty.

The salary roll, for the term of six weeks, amounted to \$4,214.

The banner counties were Athens, with 163 students; Fairfield, with 30; Washington, with 26; Perry, with 23; Ross, with 22; Meigs and Vinton, with 21 each; Licking, with 20; Franklin, with 18; Scioto, with 16; and Muskingum, with 15.

The Schoolmasters' Conferences proved a most profitable feature of the term's work. These were held each afternoon of the fifth week from 3:10 to 5 o'clock. The room in which the conferences were held was crowded throughout the sessions. For real practical service, to those who attend them, these conferences are of the highest value. They will continue to be a prominent part of the work of the Summer School.

The term of Dr. Alston Ellis, as President of the University, has been extended to July 1, 1912. In speaking of the Board's action, the Athens Gazette says:

"The election of Dr. Ellis continuing his service for four years was right. It is no longer a question as to whether Dr. Ellis is an efficient president. That matter, by his accomplishments, was long ago settled to the entire satisfaction of his friends and those of the University. The friends of the University are gratified that Dr. Ellis will continue and the Board of Trustees is to be congratulated on the wisdom of the act."

Miss Hedwig Theobald, soprano, of Columbus, O., and Miss Kay M. Spencer, contralto, of New York City, have recently been added to the Faculty of the College of Music.

The fall term of the University will open Monday, September 7, 1908.

This is the last week of the summer school. Besides the immediate benefits derived by the students in attendance we hope that many have gotten sufficient inspiration during their short stay to inspire an ambition to take one of the many college courses offered. A college education is open to every young man or woman who really wants it and is determined to be satisfied with nothing else. It may mean hardships and denials, but it is possible even to the most financially impoverished person.—Athens Messenger.

Plutarch tells us that Lycurgus resolved the whole business of legislation into the bringing up of youth.

# Ohio University and State Normal College

## FACULTY.

- |  |  |
|--|--|
| ALSTON ELLIS, PH. D., LL. D.,<br>President.  | HIRAM ROY WILSON, A. M.,<br>Professor of English.  |
| EDWIN WATTS CHUBB, LITT. D.,<br>Professor of English Literature and Rhetoric,<br>and Dean of the College of<br>Liberal Arts. | EDSON M. MILLS, A. M., PH. M.,<br>Professor of Mathematics.                                    |
| HENRY G. WILLIAMS, A. M.,<br>Professor of School Administration, and<br>Dean of the State Normal College.                    | CHARLES M. COPELAND, B. PED.,<br>Principal of the Commercial College.                          |
| ELI DUNKLE, A. M.,<br>Professor of Greek and Registrar of the<br>University.   | JAMES PRYOR McVEY,<br>Director of the College of Music.  |
| DAVID J. EVANS, A. M.,<br>Professor of Latin.  | THOMAS N. HOOVER, M. PED., A. M.,<br>Professor of History.                                     |
| FREDERICK TREUDLEY, A. M.,<br>Professor of Philosophy and Sociology.   | BIRDINE STANLEY,<br>Dean of Women and Instructor in Physical<br>Culture.                       |
| WILLIAM HOOVER, PH. D., LL. D.,<br>Professor of Mathematics and Astronomy.   | JAMES C. JONES, V. S.,<br>Director of Athletics.   |
| ALBERT A. ATKINSON, M. S.,<br>Professor of Physics and Electrical<br>Engineering.  | EMMA S. WAITE,<br>Principal of Training School.  |
| HENRY W. ELSON, PH. D., LITT. D.,<br>Professor of History and Political Economy.   | CONSTANCE T. McLEOD, A. B.,<br>Principal of Kindergarten School.                               |
| OSCAR CHRISMAN, A. M., PH. D.,<br>Professor of Paidology and Psychology.   | MARY ELLEN MOORE, A. B.,<br>Instructor in Latin and English.                                   |
| WM. FAIRFIELD MERCER, PH. D.,<br>Professor of Biology and Geology.   | LILLIAN GONZALEZ ROBINSON, A. M.,<br>Assistant Professor of French and Spanish.                |
| WILLIAM B. BENTLEY, PH. D.,<br>Professor of Chemistry.   | GEORGE E. McLAUGHLIN,<br>Instructor in Physics and Electricity.                                |
| CLEMENT L. MARTZOLFF, B. Ped.,<br>Alumni Secretary and Field Agent.  | MARGARET EDITH JONES, Mus. B.,<br>Instructor on the Piano and in Voice Culture<br>and Harmony. |
| LEWIS JAMES ADDICOTT, B. S.,<br>Professor of Civil Engineering.  | NELLIE H. VAN VORHES,<br>Instructor on the Piano and in Virgil Clavier.                        |
| P. A. CLAASSEN, A. B.,<br>Professor of Modern Languages.   | MINNIE L. CUCKLER,<br>Instructor on the Piano and Organ.                                       |
| FRANK P. BACHMAN, A. B., PH. D.,<br>Professor of History and Principles of<br>Education.                                     | KAY M. SPENCER,<br>Instructor in Voice Culture.  |
| FLETCHER S. COULTRAP, A. M.,<br>Principal of the State Preparatory School.   | HEDWIG THEOBALD,<br>Instructor in Voice Culture.   |
| WM. F. COPELAND, PH. M., PH. D.,<br>Professor of Elementary Science.   | JOHN N. HIZEY,<br>Instructor on the Violin.  |
|  | MARIE LOUISE STAHL,<br>Instructor in Drawing and Painting.                                     |
|  | MARY J. BRISON, B. S.,<br>Instructor in Drawing and Hand-Work.                                 |



LOUISE KING WALLS, B. O.,  
Instructor in Elocution.

MABEL K. BROWN, PH. B.,  
Instructor in Stenography.

MINNIE FOSTER DEAN,  
Instructor in Typewriting.

MABEL B. SWEET,  
Instructor in Public-School Music.

EUGENE F. THOMPSON,  
Secretary, President's Office.

GEORGE C. PARKS, PH. B.,  
Instructor in Penmanship and Book-keeping.

RHYS DAVID EVANS,  
Instructor in Physics.

FRANK PORTER,  
Instructor in Chemistry.

JACOB A. BADERTSCHER,  
Instructor in Biology.

CHARLES E. HAYDEN,  
Instructor in Biology.

CHARLES G. MATTHEWS, PH. M.,  
Librarian.

LENORA BELLE BISHOP, PH. B.,  
Assistant Librarian.

LILLIE A. FARIS,  
Critic Teacher, First-Year Grade.

AMY M. WEIHR, PH. M., B. PED.,  
Critic Teacher, Second-Year Grade.

OLIVE A. WILSON,  
Critic Teacher, Third-Year Grade.

WINIFRED L. WILLIAMS,  
Critic Teacher, Four-Year Grade.

MARGARET A. DAVIS,  
Critic Teacher, Fifth-Year and Sixth-Year  
Grades.

LAURA G. SMITH,  
Critic Teacher, Seventh-Year and Eighth-  
Year Grades.

ARTHUR McFARLAND,  
Field Athletics.



EGON RULE CO.

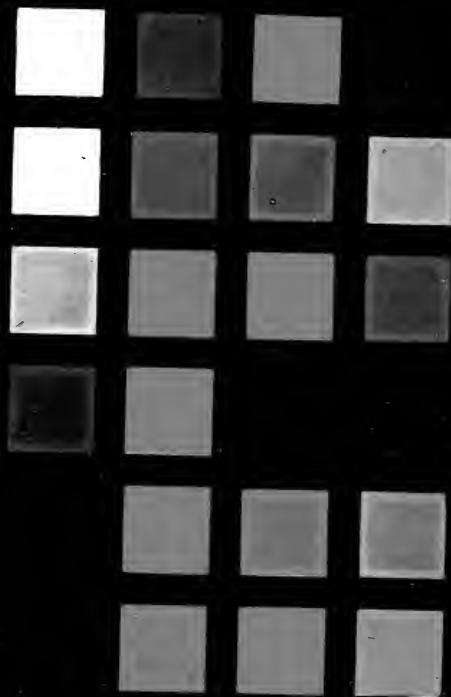
1

U.S.A.

2

3

4



13  
SUMMER SCHOOL

JUNE 22, 1908 . . . JULY 31, 1908

New Series

Vol. V., No. 2

# Ohio University Bulletin



Summer School of Ohio University, June 22,  
1908, to July 31, 1908, inclusive.

Ohio University and the State Normal College.  
Courses of Study — General Notes.

---

ATHENS, OHIO, JANUARY, 1908.

Published by, the University and Issued Quarterly.

---

Entered at the Post-Office at Athens, Ohio, as Second Class Matter

ATHENS, OHIO

## BOARD OF TRUSTEES.

---

		When Appointed
Hon. V. C. Lowry.....	Logan .....	1885
R. E. Hamblin.....	Toledo .....	1890
C. C. Davidson, A. M.....	Alliance .....	1891
Prof. A. Leue, Ph. D.....	Cincinnati .....	1891
Hon. Lucien J. Fenton.....	Winchester .....	1892
J. E. Benson.....	Cleveland .....	1892
E. J. Jones, Esq.....	Athens .....	1893
J. M. Welch, Esq.....	Athens .....	1895
J. P. Wood, Esq.....	Athens .....	1896
F. C. Whiley.....	Lancaster .....	1896
Hon. Albert Douglas.....	Chillicothe .....	1897
Hon. H. W. Coultrap.....	McArthur .....	1897
Thomas Blackstone, M. D.....	Circleville .....	1898
T. R. Biddle, M. D.....	Athens .....	1900
Henry O'Brieness.....	Athens .....	1901
J. B. Foraker, Jr.....	Cincinnati .....	1903
James E. Kinnison.....	Jackson .....	1906
Hon. John T. Duff.....	Newcomerstown .....	1906
William F. Boyd, Esq.....	Cincinnati .....	1907
Governor Andrew L. Harris.....		Ex-Officio
President Alston Ellis.....		Ex-Officio

## Officers of the Board.

---

Alston Ellis .....	President
H. H. Haning.....	Treasurer
Israel M. Foster.....	Secretary and Auditor

# OHIO UNIVERSITY

ATHENS, OHIO

---

## Announcement of Courses of Instruction

COLLEGIATE AND NORMAL

FOR THE SESSION OF

## SUMMER SCHOOL

June 22 to July 31, 1908

---

## OHIO UNIVERSITY

**Origin and Location.**— Provision for the Ohio University was made in the terms of purchase, by the Ohio Company, of lands from the United States in 1787.

The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority.

**The First Building** was erected in 1817. It is now known as "Central Building," and is the oldest college edifice northwest of the Ohio river.

Athens, the seat of the University, is situated in South-Eastern Ohio. It is accessible from the east and west by the Baltimore and Ohio Southwestern railroad and its branches; from central and northern Ohio, by the Hocking Valley and the Toledo and Ohio Central railroads.

**The University Campus** is a beautiful ten-acre tract of ground located in the city of Athens. Its gradual slopes

are covered, in many places, with forest trees, and its lawns are kept in presentable and pleasing condition the year round. Athens is an ideal place for the location of an institution of learning.

**The University Buildings**, nine in number, are grouped on the highest ground of the campus. "**Ewing Hall**," named in honor of Hon. Thomas Ewing, of the Class of 1815, is a handsome building in which may be found the assembly room, art rooms, various class-rooms, and the administration offices.

"**Ellis Hall**," the new building occupied by the departments of the State Normal College, now five years in use, is the only building in Ohio, erected at state expense, given up wholly to the training of teachers for service in the public schools. It is one of the largest, best, and most costly buildings on the grounds.

**The "Carnegie Library,"** now fully equipped and in running order, is situated in the southwest corner of the campus. It presents a fine appearance and suggests the highly practical service it is rendering the educational work of the University. Within the last two years about six thousand new books have been placed upon the library shelves.

The buildings known as the "**East Wing**" and the "**West Wing**" are nearly as old as the Central Building. They afford class-room and laboratory facilities for certain departments of instruction as well as comfortable quarters for a number of students.

**The "Old Chapel,"** so called, stands apart from the other buildings. Some of the work of the College of Music is carried on in this building. Here the Athenian and Philomathean literary societies have commodious and well-furnished rooms. On the first floor is an assembly room often used when narrower quarters than those found in the assembly room of Ewing Hall are desired.

"**Women's Hall**" is located nearly opposite the north entrance of the campus. It is a fine, commodious brick structure, heated by steam, where convenient and pleasant rooms are occupied by a Dean, a Matron, and thirty women

students. The dining-room and kitchen are clean and well furnished.

**"Boyd Hall,"** the new dormitory for young women, is located near Ellis Hall and the Carnegie Library. It has a frontage of 150 feet on Park Place and a depth of 100 feet.

The building is heated by steam heat and lighted by electricity. Each bed-room is well-lighted and has ample closet space. In all, accommodations are provided for eighty-eight students and, in addition to these, rooms are provided for the maids and servants.





# Courses of Study for the Summer School of Ohio University

JUNE 22, 1908—JULY 31, 1908.

## FACULTY \*

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

The Schoolmasters' Conferences.

HENRY G. WILLIAMS, A. M.,  
*Dean of the State Normal College.*

	Hours of Credit.
School Administration and School Law, Collegiate.....	30
Elementary Course of Study, Collegiate.....	45
Word Study, Preparatory.....	33

EDWIN WATTS CHUBB, LITT. D.,  
*Dean of the College of Liberal Arts.*

English Literature, two sections, Preparatory.....	60
Tennyson, Collegiate .....	45

FLETCHER S. COULTRAP, A. M.,  
*Principal of the State Preparatory School.*

School Management and School Law, Collegiate.....	24
Grammar, two sections, Reed & Kellogg, Preparatory....	60
Beginning Latin, 2d Term, Preparatory.....	60

ELI DUNKLE, A. M.,  
*Professor of Greek and Registrar of the University.*

Beginning Latin, Preparatory.....	60
-----------------------------------	----

Cæsar, Preparatory.....	60
Cicero's Orations, Preparatory.....	60
Vergil, Preparatory.....	60

DAVID J. EVANS, A. M.,

*Professor of Latin.*

Ancient History, Greece and Rome.....	60
Modern History .....	60
Latin: <i>De Senectute</i> and <i>De Amicitia</i> , Collegiate.....	60

WILLIAM HOOVER, PH. D., LL. D.,

*Professor of Mathematics and Astronomy.*

Fourth Term Algebra, Collegiate.....	45
Solid Geometry, Collegiate.....	60

ALBERT A. ATKINSON, M. S.,

*Professor of Physics and Electrical Engineering.*

GEORGE E. McLAUGHLIN,

*Instructor in Electricity and Manual Training.*

RHYS D. EVANS,

*Instructor in Physics.*

First Term Physics, with Laboratory Practice, Preparatory .....	75
Second Term Physics, with Laboratory Practice, Preparatory .....	60
Junior Physics, with Laboratory Practice, Collegiate....	48
Electrical Catechism, Collegiate.....	30
Electrical and Magnetic Calculations, Collegiate.....	48
Manual Training, two hours per day.....	

WILLIAM FAIRFIELD MERCER, PH. D.,

*Professor of Biology and Geology.*

CHARLES E. HAYDEN, JACOB BADERTSCHER,

*Assistants.*

Elementary Botany, 2d term, Preparatory.....	60
Botany, Collegiate .....	60

Elementary Physiology, Preparatory.....	75
Zoology, Collegiate .....	60

WILLIAM B. BENTLEY, PH. D.,

*Professor of Chemistry.*

First Term Chemistry, Collegiate.....	60
Second Term Chemistry, Collegiate.....	44
Organic Chemistry, Collegiate.....	45
Qualitative Analysis, First Term, Collegiate.....	36
Qualitative Analysis, Second Term, Collegiate.....	45

CHARLES M. COPELAND, B. PED.,

*Principal of the Commercial College.*

Milne's Practical Arithmetic, Preparatory.....	60
First Bookkeeping, Collegiate.....	60
Second Bookkeeping, Collegiate.....	60
Commercial Law, Collegiate.....	33

HIRAM R. WILSON, A. M.,

*Professor of English.*

American Literature, 1st term, Preparatory.....	55
American Literature, 2d term, Preparatory.....	55
English Poetry, Collegiate.....	45
Literature in the Grades, Collegiate.....	36

FRANK P. BACHMAN, A. B., PH. D.,

*Professor of the History and Principles of Education.*

Elements of Theory and Practice, Preparatory.....	36
Introduction to the Principles of Education, Preparatory.	33
Principles of Education, Collegiate.....	33
History of Education, Great Educators of the Eighteenth and Nineteenth Centuries, Collegiate.....	44

EDSON M. MILLS, A. M., PH. M.,

*Professor of Mathematics.*

Ray's Higher Arithmetic, two sections, Collegiate.....	48
Third Term Algebra, Preparatory.....	60

Plane Geometry, Preparatory.....	60
Plane Trigonometry, Collegiate.....	48

LEWIS JAMES ADDICOTT, B. S.,

*Professor of Civil Engineering.*

First Term Algebra, Preparatory.....	60
Second Term Algebra, Preparatory.....	60
Surveying, with Field Practice, Collegiate.....	48
Mechanical Drawing, Collegiate.....	15

OSCAR CHRISMAN, A. M., PH. D.,

*Professor of Paidology and Psychology.*

Paidology — Childhood, Collegiate.....	45
Paidology — Adolescence, Collegiate.....	45
Introductory Psychology, Collegiate.....	45
Experimental Psychology, Collegiate.....	45

P. A. CLAASSEN, A. B.,

*Professor of Modern Languages.*

Beginning German, Preparatory.....	60
Advanced German, Collegiate.....	60
Beginning French, Collegiate.....	60
Advanced French, Collegiate.....	48

HENRY W. ELSON, PH. D., LITT. D.,

*Professor of History and Political Economy.*

American History, Preparatory.....	60
American History, Collegiate.....	45
European History, Collegiate.....	45
Political Economy, Collegiate.....	30

WM. F. COPELAND, PH. M., PH. D.,

Elementary Botany, 1st term, Preparatory.....	55
Bird Study, Collegiate .....	44
Nature Study, 1st term, Collegiate.....	48

CLEMENT L. MARTZOLFF, B. PED.,

*Instructor in History and Geography.*

Political and Commercial Geography, Preparatory.....	60
Physical Geography, Preparatory.....	75
Advanced Geography—Methods, Collegiate.....	44
Ohio History, Collegiate.....	44

EDWARD M. TRABER, A. B.,

*Principal High School, Troy, Ohio.*

Civics, Preparatory .....	45
Ethics, Collegiate .....	45
Sociology, Collegiate .....	33
Special Class in Latin, if called for.	

GEORGE SPRAU, A. M.,

*Post-Graduate Student, Harvard University; Ohio University, A. B. and A. M.*

Advanced Grammar, Preparatory.....	36
Byron, Keats, and Shelley, Freshman elective.....	36
Elementary Rhetoric, Preparatory.....	60
Advanced Rhetoric, Preparatory.....	60

A. H. DIXON,

*Superintendent Public Schools, Beverly, Ohio.*

United States History, 1st term, Preparatory.....	60
---	----

MABEL B. SWEET,

*Public-School Music, Normal College.*

Theory and Sight-reading, Beginners' Class.....	
Theory and Sight-reading, Advanced Class.....	
Every-day Work in the Model School.....	
Choral Class .....	
<i>Normal-College Credit.</i>	

MARY J. BRISON, B. S.,

*Instructor in Drawing and Hand-Work.*

Public-School Drawing, Preparatory.....	30
---	----

Hand-Work, Normal College, Collegiate.....	33
(Class work from 7:50 to 11:40 o'clock A. M., and from 2:20 to 4 o'clock P. M. Studio open all day.)	

MABEL K. BROWN, PH. B.,

*Instructor in Stenography and Typewriting.*

Beginning Typewriting .....	
Advanced Typewriting.....	
Beginning Stenography.....	30, or more
Advanced Stenography.....	30, or more

EMMA S. WAITE,

*Principal of Training School.*

Primary Methods for Graded Schools and Conferences on Primary Methods for Graded and Ungraded Schools, Collegiate .....	60
Teaching, Collegiate .....	30

LILLIE A. FARIS,

*Critic Teacher, First-Year Grade.*

Primary Methods for Ungraded Schools and Confer- ences, Collegiate .....	60
Class-room Teaching, 8 to 11 o'clock A. M.	

AMY M. WEIHR, PH. M.,

*Critic Teacher, Second-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

OLIVE A. WILSON,

*Critic Teacher, Third-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

WINIFRED L. WILLIAMS,

*Critic Teacher, Fourth-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

MARGARET A. DAVIS,

*Critic Teacher, Fifth-Year and Sixth-Year Grades.*  
Class-room Teaching, 8 to 11 o'clock A. M.

CHARLES G. MATTHEWS, PH. M.,  
*Librarian.*

LEONORA BELLE BISHOP, PH. M.,  
*Assistant Librarian.*

*Library Hours:—*

8:30 to 11:30 o'clock A. M.

2:00 to 5:00 o'clock P. M.

7:30 to 9:00 o'clock P. M.

*Saturdays, 8:30 to 11:30 o'clock A. M.*

## SPECIAL LECTURES OF PROFESSIONAL AND POPULAR CHARACTER.

Ten Class-room lectures.

Nine Public lectures.

~~It~~ It is of importance that all students and prospective students, read the statements set forth below with care. They convey information that will save much trouble, and no little confusion, if it is understood and heeded.

\*Note that, with three exceptions, the Faculty of the Summer School is made up of Professors and Instructors regularly connected with OHIO UNIVERSITY and THE STATE NORMAL COLLEGE.

The position occupied, in the University Faculty, by each instructor is shown by the italicized words. The subjects in charge of each instructor are clearly given in connection with his name. Hours of credit, for each subject, are shown by the numbers on the right hand margin of the page. *In no case will more than 120 hours' college credit be given to any student for work done in the Summer School.*

It is not advisable for a student seeking college recognition to undertake more than sufficient to round out the required hours of credit. When subjects selected by a student foot up more than the prescribed hours of credit, they may be taken, subject to the approval of the Committee on Classification, but the total hours of credit will, *in no case be permitted to exceed the 120-hour limit.*

Students taking work for which no college credit is asked will be permitted much freedom in the choice of studies. All such, however, are strongly advised *not to attempt too much.* In most branches of study double work is done, and students should bear that fact in mind in selecting their work. In but few cases can students take with profit *more than three recitations daily—even this chiefly where review work is selected.*

It will be seen that full provision has been made for more than 120 recitations daily, not to mention the daily laboratory practice connected with the scientific studies, the daily teaching in the five training schools, and the facilities for reading and investigation afforded within the hours when the University Library is open.



# Schedule of Recitations of the Summer School of Ohio University

JUNE 22, 1908—JULY 31, 1908

---

*(The figures in parentheses indicate the number of recitations per week.)*

## 7:00 A. M.

Ray's Higher Arithmetic, Section 1.....	(5)
First Term Physics.....	(5)
Paidology—Childhood .....	(5)
Zoology, Collegiate, Laboratory, Mon., Tues., and Wed..	(3)
Qualitative Analysis, Second Term.....	(5)
History of Education—Great Educators of the Eighteenth and Nineteenth Centuries.....	(5)
Vergil .....	(5)
Milne's Practical Arithmetic.....	(5)
Public-School Drawing.....	(5)
Byron, Keats, and Shelley.....	(5)
English Poetry .....	(5)
Tennyson .....	(5)
Bird Study, Collegiate.....	(5)

## 7:50 A. M.

Greek and Roman History, Preparatory.....	(5)
English Literature, Preparatory, Section 1.....	(5)
First Term Algebra .....	(5)
Zoology, Collegiate, Laboratory, Mon., Tues. and Wed..	(3)
First Term Chemistry.....	(6)
Advanced French .....	(5)
Introduction to Principles of Education.....	(5)
Public-School Drawing .....	(5)
Advanced Typewriting .....	(5)
Paidology—Adolescence .....	(5)

Sociology .....	(5)
Elementary Course of Study.....	(5)
Second Term Latin.....	(5)
Advanced Preparatory Rhetoric.....	(5)
Advanced Physics.....	(5)
Teaching .....	

### 9:00 A. M.

School Administration and School Law.....	(5)
Second Term Algebra.....	(5)
Third Term Algebra .....	(5)
Elementary Physics—Laboratory.....	(5)
United States History, Preparatory, Second Term.....	(5)
Introductory Psychology .....	(5)
Nature Study—Laboratory, Saturday.....	(1)
Advanced German .....	(5)
Cæsar .....	(5)
First Accounting .....	(5)
Advanced Grammar .....	(5)
Public-School Drawing .....	(5)
American Literature, Second Term Preparatory.....	(5)
United States History, First Term Preparatory.....	(5)
Manual Training .....	(5)
Music in Training School.....	
Teaching .....	

### 9:50 A. M

Cicero de Senectute et de Amicitia.....	(5)
Plane Geometry .....	(5)
Elementary Physics—Laboratory.....	(5)
Nature Study—Laboratory, Saturday.....	(1)
Elementary Physiology .....	(5)
Organic Chemistry .....	(5)
Principles of Education .....	(5)
Grammar—Reed and Kellogg, Section 1.....	(5)
Conferences on Primary Methods for Graded and Un- graded Schools .....	(5)
Second Accounting .....	(5)
Advanced Geography, Methods, Collegiate.....	(5)

Elementary Botany, First Term.....	(5)
Manual Training .....	(5)
Music in Training School.....	
Teaching .....	

## 10:50 A. M.

School Management and School Law.....	(5)
Physical Geography .....	(5)
Solid Geometry .....	(5)
Elementary Physics—Laboratory.....	(5)
Electrical and Magnetic Calculations.....	(5)
Freshman United States History.....	(5)
Experimental Psychology.....	(5)
Qualitative Analysis, First Term.....	(5)
Beginning German .....	(5)
Cicero's Orations .....	(5)
Hand-Work, Normal College.....	(5)
Typewriting 1.....	(5)
Elements of Theory and Practice.....	(5)
Word Study, Preparatory .....	(5)
Civics .....	(5)
Manual Training .....	(5)

## 1:30 P. M.

English Literature, Preparatory, Section II.....	(5)
Plane Trigonometry .....	(5)
Second Term Physics.....	(5)
College Botany, Mon., Tues.....	(2)
College Botany-Laboratory, Wed., Thurs., Fri.....	(3)
Beginning French .....	(5)
Beginning Latin .....	(5)
Commercial Law .....	(5)
Voice Culture in the Grades.....	(5)
Stenography I.....	(5)
European History, Collegiate .....	(5)
American Literature, Preparatory, First Term.....	(5)
Choral Class .....	
Mechanical Drawing .....	

## 2:20 P. M.

Elementary Rhetoric .....	(5)
Fourth Term Algebra .....	(5)
Advanced Physics—Laboratory.....	(5)
College Botany—Laboratory, Wed., Thurs., Fri.....	(3)
Nature Study, Mon., Tues.....	(2)
Zoology, Thurs., Fri.....	(2)
Chemical Laboratory, Mon., Tues., Wed., Thurs.....	(4)
Grammar, Reed & Kellogg, Section II.....	(5)
Choral Class .....	(5)
Stenography, II .....	(5)
Primary Methods for Graded Schools and Conferences..	(5)
Primary Methods for Ungraded Schools and Conferences .....	(5)
Theory and Sight Reading—Beginners' Class in Vocal Music .....	(3)
Political and Commercial Geography.....	(3)
Mechanical Drawing .....	
School Drawing .....	

## 3:10 P. M.

Modern History, Preparatory.....	(5)
Ray's Higher Arithmetic, Section II.....	(5)
Surveying with Field Practice, Collegiate.....	(5)
Political Economy .....	(5)
Ohio History, Collegiate .....	(5)
Advanced Physics—Laboratory.....	(5)
Electrical Catechism .....	(5)
Elementary Botany, Second Term.....	(5)
Nature Study, Thurs., Fri.....	(2)
Second Term Chemistry .....	(5)
Ethics .....	(5)
Theory and Sight Reading—Advanced Class in Vocal Music .....	(3)
Literature in the Grades, Collegiate .....	(5)
School Drawing .....	
Schoolmasters' Conferences, 3:10 to 5:00 o'clock P. M., fifth week, and Saturday, July 25th, 9:00 to 10:30 o'clock, A. M.	

**SUMMER TERM.**

June 22, 1908 — July 31, 1908.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course, are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

**THE STATE NORMAL COLLEGE.**

In March, 1902, the General Assembly of Ohio enacted the "Seese Law" establishing two State Normal Schools. One of these is The State Normal College of Ohio University. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

*Inquiries. — If you do not find in this circular the information you are seeking, kindly write to the President of the University. If your inquiry pertains to the work of any particular department, it will expedite matters if you would direct your inquiry to the head of the department, as noted in the list of Faculty members given elsewhere.*

### THE FACULTY.

The Faculty is a very strong one, composed almost wholly of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see the several courses offered.

### THE COURSES OF STUDY.

Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; and superintendents and advanced teachers who are seeking a broad professional training.

### SCHOOL ADMINISTRATION, SCHOOL MANAGEMENT, COURSES OF STUDY, AND SCHOOL LAW.

School Administration and School Law.—This is Sophomore work in the Normal-College course in "Secondary Education," and comprises a careful study of the leading problems in School Administration as they present themselves to principals, high-school teachers, superintendents, and those looking forward to the work of the supervisor. This course will be given by means of lectures, class recitations, and special reports by members of the class, all being directed

by an outline to govern the necessary reading and study on the part of the student. Chancellor's "Our Schools and Their Administration" will be used as the basis of this work and the student will also be directed to the following:

Proceedings of the National Educational Association, Reports of the U. S. Commissioner of Education, *Educational Review*, Report of the Committee of Ten, Report of the Committee of Fifteen, Pickard's *School Supervision*, Dutton's *School Management*, Ohio School Laws, Reports of Various State Superintendents of Instruction, Leading Educational Journals, Special Reports on Problems of School Administration. All these will be placed within easy reach of the student. Thirty hours', or a full term's, credit will be allowed.

**The Elementary Course of Study.**—This is a course designed especially for teachers of elementary schools and for superintendents of such schools. It is required Sophomore work in the Normal College and elective in all other courses in the University. Forty-five hours', or a full term's credit will be given.

The work is based on Dr. McMurry's "Course of Study in the Eight Grades," "The Report of the Committee of Fifteen," and "A Course of Study for Ohio Schools." The fundamental principles expressing the aim of education are made the basis upon which the course of study for elementary schools is constructed. A careful analysis of the aims, means, and methods in each branch in the curriculum is presented and the teacher, whether in the graded or in the ungraded school, is shown how to secure the best results through the economy of correlations and the wise use of consistent methods. The Course in Language through each grade separately is thoroughly discussed and the materials, means, and methods are considered. Emphasis is placed upon Reading, Language, Composition, and Literature in each grade in the elementary school. Then follows a similar course in Arithmetic for each grade from the first to the eighth inclusive. Nature Study, Geography, History, Physiology and Hygiene, and the other subjects in the course of study of the elementary schools receive similar attention. The

teacher of the ungraded school will also find this course to be a great inspiration and aid to him in grading his school to a course of study.

**School Management and School Law.**—This is a course designed for teachers of elementary schools, whether city, village, or country. It is collegiate work and twenty-four hours of collegiate credit will be given. All the principal problems of school management will be considered, and such phases of Ohio School Law will be discussed as touch the following topics:—The teacher, his powers and duties, teachers' examinations, the Patterson law, the High-School law, centralization and consolidation, revenues, rights of pupils and patrons, teachers' institutes, and other practical subjects. Emphasis will be given to the study of the problems of School Management—discipline, the course of study, methods of teaching the various branches, grading, classification, and promotion of pupils, in short, *how to succeed as a teacher*. The text used as a basis, is Dutton's *School Management*, published by Charles Scribner's Sons. Other text-books that will be useful to the student are White's *School Management*, Roark's *Method in Education*, Hinsdale's *The Art of Study*, Tompkins's *Philosophy of Teaching*, James's *Talks to Teachers*, and McMurry's *Method of the Recitation*.

## HISTORY AND PRINCIPLES OF EDUCATION.

**Elements of Theory and Practice.**—This is a regular course offered in the second year of the "Course of Elementary Education for Graduates of Common Schools." It is designed especially to meet the needs of those preparing to take the county examination for the first time, and for those who have taught but have had little or no preparation for the examination in Theory and Practice. Thirty-six hours' credit.

**Introduction to the Principles of Education.**—This course is regularly given in the third year of the "Course in Elementary Education for Common-School Graduates," and in the first year of that for "High-School Graduates." It constitutes the first real pedagogical work of the Normal



College and serves as a basis for later work, such as "Methods," "School Management," and should be taken before these more advanced courses.

The general subject for the term will be Principles of Instruction comprising the following topics: (1) Inductive and Deductive Modes of Learning; (2) The Principles of Induction and Deduction; (3) Inductive and Deductive Methods of Instruction; (4) Illustrative Lessons and Lesson Plans.

This course is especially designed for primary and grammar grade teachers and serves also as a preparation for county and state examinations. Thirty-three hours' credit.

**Principles of Education.**—This course is given in the Junior year of the regular Normal-College courses in Secondary Education and in Supervision. It is designed for advanced students, teachers of experience, and superintendents, and purposes to give a conception of the larger principles underlying all school work. The course as a whole includes the following subjects: (1) The Relation of the Individual to Society; (2) The Relation of Society to the Individual; (3) The Psychical Life of the Individual; (4) The Psychical Development of the Individual; (5) The Aim of Education; (6) The Curriculum; (7) Principles of Instruction; (8) Methods of Instruction; (9) The Lesson Plan and Illustrative Lessons; (10) School Management and Administration. Within limits, the class will be given choice of topics to be considered. Thirty-three hours' credit.

**Great Educators of the Eighteenth and Nineteenth Centuries.**—This is the regular work offered in the Sophomore year of the Normal-College courses. The method of study will be, first, a general review of the determining factors in the civilization of the period; second, a consideration of the educational theorists; third, a study of the educational practice of the period as seen in the aim of education, school system, grades of instruction, curriculum, methods, teachers, discipline, and school organization; fourth, a discussion of the permanent phases in the educational work of the period. Forty-four hours' credit.

### ETHICS AND SOCIOLOGY.

The text in Ethics will be MacKenzie's *Manual of Ethics* and, in Sociology, Dealey and Ward's *Text-Book of Sociology*. Stress will be laid upon the practical aspects of these subjects, and to this end the resources of the University Library will be freely drawn upon.

### PAIDODOLOGY AND PSYCHOLOGY.

**Paidology (Childhood).**—In this course are studied the general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., such topics as may be needed to give an understanding of this time of life. This takes up the study of children as found in the primary and lower grammar grades, such study as is now becoming so prominent a feature in the examination of children in the public-school work. This is the regular Sophomore work, for which will be given forty-five hours of University credit.

**Paidology (Adolescence).**—This takes up the period of life following that designated above. A study is made of the life of the young during this time, taking up the characteristics of this period, the growth and changes coming now, with the mental and moral conditions that occur. This course covers the life of the young as found in the upper grammar grades and the high-school, and helps to a better understanding of this very important period. This is the regular Junior work, and gives forty-five hours of University credit.

**Psychology (Introductory).**—The aim of this course is to give an outline of the subject in order to acquaint the student with the phenomena and laws of mental life and to train him in simple experimentation. This is the regular Freshman psychology. Forty-five hours' credit.

**Psychology (Experimental).**—This is to give a knowledge of the subject-matter of psychology as gained in the scientific study of mind through experimentation. It is also intended to induct the student into the experimental study of mental activity through laboratory methods. This is the first term's work of the required Junior psychology. Forty-five hours' credit.

## THE TRAINING SCHOOL.

The State Normal College has under its direct supervision and control a Training School, where skilled teachers of broad training and experience are to be found giving the best instruction by the most approved methods. Teachers should understand the theory of education, but they must know more than mere theory. They must be able to apply theory and adapt it to conditions and environment. One of the most essential features in the training of teachers is the observation and practice work in the Training School.

During the Summer term a Training School consisting of six grades will be conducted by Miss Emma S. Waite, Principal, assisted by Miss Lillie A. Faris, First-Grade Critic, Miss Amy M. Weihr, Second-Grade Critic, Miss Olive A. Wilson, Third-Grade Critic, Miss Winifred L. Williams, Fourth-Grade Critic, and Miss Margaret A. Davis, Fifth-Grade and Sixth-Grade Critic. In other words, the entire Training School force will be at work during the Summer term. The Training School will be regularly organized and the children will receive systematic instruction. After each lesson in Methods or Theory, the entire class will be taken into the Training School, and an opportunity given to see an application of the methods just discussed in class.

Care has been taken to arrange the Method classes so as to make it possible for students to get credit for a full term's work. *All who desire this credit must take methods for either Graded or Ungraded schools together with Conferences on Methods.* Sixty hours' credit.

An opportunity to teach will be given only to those who have completed Elementary Psychology, Introduction to Principles of Education, and Methods. Exceptions may be made, however, in the case of some whose unusual experience and preparation would seem to warrant special consideration.

In all regular courses in The State Normal College a minimum of 115 hours of teaching is required, and regular collegiate credit will be given for work done during the Summer term.

## PUBLIC-SCHOOL MUSIC.

The study of music in the public schools is no longer an experiment in the most progressive parts of our country. Its value as a trainer of the mind is thoroughly realized by all the leading educators. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of all other school duties. It is a great cultivator of gentleness among pupils, and no school where music study is well directed will be disorderly, for music is order itself. The great need of our schools is thoroughly qualified teachers to direct the work in a manner that will make music a helpful force in the schoolroom. Many schools in Ohio are without instruction in music because there are few teachers who are prepared for this work. It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject, will become interested in this worthy branch of instruction.

Classes will be formed as follows: A Beginners' Class in Theory and Sight-Reading; an Advanced Class in Theory and Sight-Reading, and a Choral Class. Students taking any work in Public-School Music will have opportunity to observe every-day teaching work in the grades of the Model School.

**Grade Music.** — In the first class, rote singing, and how to teach it; staff drill, when to begin it; tone lengths, short and long notes, measure and beating, etc., will be considered. In the second class, there will be a brief review of the foregoing, followed by blackboard and staff drills, with attention to some of the more difficult problems in rhythm and measure. Rote singing.

**Voice Study in the Grades.** — Special attention will be given to the study and care of the voice. How to obtain clear, pure tones; how to make singing pleasant and profitable; and how to make the study of music of moral and mental benefit will be shown.

**Sight Singing.** — As sight singing is one of the ends to be attained in the study of music in our schools, and since no teacher can easily teach singing without a fair degree of efficiency therein, due attention must be given to this part of the work.

**Chorus Work.**—A choral class will be formed. An important part of the work of this class will be a consideration of these questions: How to introduce music into the high school, and how to maintain interest in it.

**Voice Culture by Private Instruction.**—One who has received careful instruction can the better teach others. Successfully to teach children the proper use of the voice, which should be done by imitation in the primary grades, a teacher should know first how to use his own voice. Students in the Summer School can secure private instruction in Voice Culture at reasonable rates.

### ART DEPARTMENT.

School drawing is taught primarily not to make artists but as a means of developing appreciation of the beautiful. The practical use of mechanical and object drawing in correlation with other subjects in the curriculum can not be denied; but drawing in connection with hand-work has obtained its present place in public-school courses because our most noted educators believe in its educational value.

Drawing and also hand-work in public-school courses should be seen as means not as ends. In addition to developing the aesthetic sense, they train the powers of observation and help one to think and express himself clearly. Hence they serve to adapt the individual to his surroundings.

In the following courses, the work and exercises given will be with this in view—that the student may not only learn how to do the work himself but how it should be taught to children. In drawing, pencil, charcoal, water colors, ink, and colored crayons are used. It is thought best to have the student familiarize himself with all these mediums as their use varies in the different public schools.

**Elementary Composition and Designing.**—Object drawing is given with particular attention to placing on the paper and general composition; also, some elementary designing is taught with practical reference to school work.

**Mechanical Drawing and Theory of Color.**—This course aims to include the mechanical drawing necessary for

teaching in the grammar grades. Color scales will be made and color schemes copied from Japanese prints.

**Theory of School Drawing.**—Type problems for public-school grades will be worked out and provision made for observation in the different grades in the Training School.

**Hand Work.**—A course in cardboard construction, knife work, clay modeling, Venetian iron, and raphia and reed work, planned for primary and intermediate grades but suggestive for a course for higher grades, will be offered.

### ENGLISH.

**English Grammar.**—Two classes in Grammar, elementary and advanced, will be formed. The former class, for the better ordering of the work, will recite in two sections. The advanced course, Technical Grammar, will deal with the different idioms, constructions, and usages which are so often a source of difficulty to teachers. The elementary work will follow the general text-book plan. In both classes, emphasis will be placed on the method of presenting the subject. Thirty-six hours' Normal College credit will be given for the advanced work.

**Elementary Rhetoric.**—Two classes will be formed—beginning work and that more advanced—both of Preparatory grade. Composition work will be the chief feature of this course. Methods of teaching composition in the grades will be discussed. The theory phase of this term's work will not be neglected.

**History of English Literature.**—The course in the History of English Literature covers five hours of recitations per week and is intended to meet, in part, the needs of teachers preparing for examination and, in part, the needs of those who wish to pursue the subject from the point of view of its progress and development. Halleck's *History of English Literature* will be the basis of instruction, supplemented by Palgrave's *Golden Treasury of Songs and Lyrics*. This is a preparatory subject. Sixty hours' credit, or one term's work in British Authors, will be given. The class will meet in two sections.

**American Literature** (Preparatory).—In this subject there will be given the first and the second term's work. Newcomer's *History of American Literature* will be used as the basis of instruction in both classes. The first term will cover the material of the text as far as page 180; the second term, the remaining part of the book. In both courses a critical study of masterpieces of the various authors will be made in the class. Students expecting to obtain credit for either term's work—fifty-five hours—will be required to read freely from the works of American writers and to write papers discussing the books read.

**English Poetry.**—This course of five hours each week will be based upon the material presented in Page's *British Poets of the Nineteenth Century*. It will be the object of the term's study to enter into a critical appreciation of the work of some of the leading poets given in the text, and to make a brief inquiry into the different phases of thought influencing the poetry of the Nineteenth Century. Methods of teaching various selections taken from the text will receive due attention. Forty-five hours' credit will be given. This subject is required in all the Normal-College courses.

**Literature in the Grades.**--This subject, required in the courses in "Elementary Education," is intended to meet primarily the needs of teachers whose work is in the grades. Folk-tales, legends, fables, and mythology will constitute the leading feature of the course. A study of the *Odyssey* will be made in the class, and collateral reading of other epics will be assigned to the different students pursuing the work. Emphasis will be placed upon the factors which determine the selection of a story and the method of presenting it. The class will meet five times a week. Thirty-six hours' credit will be given.

**Byron, Keats, and Shelley.**—This course is added to afford the summer student a wider range in his literature work. Attention will be given especially to Keats and Shelley. The *Athenaeum Press Series* is the text used. Open to all Freshmen and mature students. Thirty-six hours' credit.

**Tennyson.**—The work in Tennyson, five hours per week, will include the study of "In Memoriam," "Idylls of

the King," "The Princess," and such other portions of the poet's works and art as time will allow. Students will need a standard edition of Tennyson's poems, the expense of which need not exceed one dollar. Forty-five hours' credit.

### GEOGRAPHY.

**Political Geography.**—The object of this course is to afford a general rapid review of the subject for the purpose of preparing for examinations. The outline method of instruction will be used. Sixty hours of Preparatory credit will be given.

**Physical Geography.**—Tarr's *New Physical Geography* will be the text used in this study. The attention of students will be called to conditions with which they are familiar that they may realize that the process of "world-making" is going on about them. To this end the lantern will be freely used and field trips will be frequently made. Special attention will be given to the physical geography of our own state with particular stress laid upon the "ice age" and its influence on subsequent drainage systems. The geographical basis of the industrial, commercial, and social life of a people will be duly recognized. This is a Preparatory work and carries a credit of seventy-five hours.

**Methods of Geography.**—This is a Collegiate course with forty-four hours' credit. A discussion of methods in any study necessarily carries with it more or less of the subject-matter itself. This is especially true of geography. "Type-studies" will therefore be made the basis of this work. While no specific text will be used, outlines and prescribed readings will be provided. The aim throughout will be to emphasize the "New Geography" in contradistinction to the "memory-grind" system that so frequently obtains.

### HISTORY, CIVICS, AND ECONOMICS.

**U. S. History.**—Two classes, first-term and advanced Preparatory, will be formed each giving sixty hours of credit. These classes are primarily for the benefit of teachers. The subject will be taken up by periods and topics. Any good



text may be used as a guide in the class work. The class will be expected to refer to the standard authorities in the Library. The great historical questions which arose in the different periods will be discussed as fully as time will permit.

**U. S. History.**—One class of Freshman rank. The text-book used will be Elson's *History of the United States*, supplemented by collateral reading. Forty-five hours' credit will be given for second term's work.

**General History.**—Two classes in General History will be formed. The first will take up the Preparatory work as scheduled for the Fall term, second year, in the courses of study followed in the State Preparatory School. The ground covered will be Ancient History to the end of the Macedonian Empire, emphasizing somewhat the contributions of Greece and Rome to the modern civilization.

The work of the second class will be confined to Modern History. The work of each class has sixty hours of Preparatory credit. Myers's *General History* is the text-book used in both classes.

**Modern European History.**—This class will use Schwill's *History of Modern Europe*. The class will be given the work of the second term with one term of collegiate credit.

**Ohio History.**—While knowledge of the history of one's own state is valuable for itself alone, there is a better reason for presenting such history as a course in the Ohio University Summer School. The successful teacher of history is the one who develops the spirit of the historian. Such a development is not possible unless the methods of the historian are used. The field of local history is the only place for the ordinary student to pursue such investigations. In this course of Ohio History the *source method* will be used entirely. The aim will be to cover the entire history of the state. It must be remembered that in the history of Ohio, we find the whole range of history in epitome. We have here crystallized in a century the development of institutions from savagery to civilization. And in this century of our history we can find the various steps of evolution that the human family has taken since history began. There are two reasons why this course is valuable.

1. Every one ought to know the main facts in the history of his own state.

2. Such knowledge will make one a better teacher of history.

This course will give forty-four hours of Collegiate credit.

**Civics.**—The effort will be made, in this course, to trace the development of our system of government, local and national, from the Colonial Period to the present. *School Civics*, by Boyton-Harvey, will be the text used. The course will be more advanced than the work heretofore given in Civics. One term of preparatory credit is given.

**Political Economy.**—The work offered is of Collegiate grade with thirty hours of credit. *The Elementary Principles of Political Economy* by Ely and Wicker will be the text used. The fundamental principles of the subject will be studied and, if time will permit, their practical application to the questions of to-day will be made. First term's work.

## MATHEMATICS.

**Milne's Practical Arithmetic.**—This class will make a general review of the subject and the work is planned to meet the needs of those preparing to take a teachers' examination or to teach in the schools. The text is used only as a basis of the work, and numerous outside problems will be given. Particular attention will be given to oral and written analysis. There will be five recitations per week.

**Advanced Arithmetic.**—The work of this class is especially designed to meet the needs of teachers. The work done will be an excellent preparation for those who contemplate taking State or county examination for teachers' certificates. Special emphasis will be given to the following subjects: Arithmetical Analysis, Percentage and its Applications, and Mensuration. Forms of solution and methods of teaching will be prominent features of the work. *Ray's Higher Arithmetic* will be used as a basis. Normal-College-credit, 48 hours, will be given. The class will recite in two sections.

**First Term Algebra**, using Wells's *Algebra for Secondary Schools*. This is a new and fresh text, and is well adapted to the wants of those beginning the subject, serving particularly as model-work for teachers.

**Second Term Algebra**, using Fisher and Schwatt's *Higher Algebra*. The work of this class will begin with Type Forms, Chapter VI., and will include Factoring, Highest Common Factor, Lowest Common Multiple, Symmetry, Fractions, and Simple Equations of all kinds, to Evolution, Chapter XVI. Factoring and its applications will have close attention.

**Third Term Algebra**, using the *Higher Algebra* of Fisher and Schwatt begun in the previous term's work. The work done will start with Evolution and include Inequalities, Surds, Imaginaries, Quadratics, Ratio and Proportion, and the Progressions. This is a preparatory class.

**Freshman Algebra**, continuing the *Higher Algebra* of Fisher and Schwatt, and starting with Harmonical Progression. In addition, the chapters on the Binomial Theorem, Logarithms, Permutations and Combinations, Variables, and Limits, together with the remaining part of the text excepting Chapter XXXVI. In Chapter XI, all that will be done will contribute to a good working knowledge of Newton's, Horner's, and Cardan's solutions of higher numerical equations.

**Plane Geometry**, using the abridged edition of Phillips and Fisher. The work of this class will cover the entire five books. The fundamental working theorems and problems of this subject will be carefully selected and arranged in a sequence both logical and psychological. The locus, symmetry, and limits will receive careful consideration. A strong feature of this work will be the application of the principles mastered to the solution of original exercises.

**Solid Geometry**, using the abridged text of Phillips and Fisher. All the four books will be taken, including all the original exercises. Constant attention will be fixed on the ultimate theorems to be established, and thus the continuity and logic of the work will be made prominent. The idea of the *locus* will dominate much of the work, and considerable drill in mental geometry will be given.

**Plane Trigonometry**, using Wentworth's latest revised text with tables, omitting Chapter VI. Careful attention to the fundamentals of the subject will be given, and there will be full drill on the applications to original exercises of every variety.

### CIVIL ENGINEERING.

**Leveling and Surveying.** — A course in Leveling and Surveying will be given, five hours per week of recitations and three afternoons per week of field work, embracing the following: Leveling; Chain, Compass, and Transit Surveying. The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of the level lines run. Conventional methods are used in all work. Wentworth's *Surveying* is the text used.

**Mechanical Drawing.** — The work in Mechanical Drawing will occupy two afternoons per week. Six plates will be required of which three will be lettering plates. Anthony's *Mechanical Drawing* will serve as a guide in this work.

### COMMERCIAL COLLEGE BRANCHES.

**Bookkeeping, Course I.** — This course is for beginners and will include Budgets A and B of the Sadler-Rowe system, with numerous supplementary exercises. Ample practice will be given in opening, keeping, and closing such modern single and double entry books as are used in the simpler kinds of business, also in drawing and recording business papers, in rendering statements and balance sheets, in tracing errors, in changing from single to double entry, in adjusting interest between partners, etc. Students who take this course should be able to keep an ordinary set of books.

**Bookkeeping, Course II.** — This course is open to those who have had Course I. or its equivalent, and includes the higher forms of accounting used in wholesale, manufacturing, banking, and by corporations and commission merchants. The organization and management of partnerships and corporations are explained and the Voucher System is carefully studied. While this course is indispensable for the ambitious accountant, it is valuable in training and information to per-

sons in any occupation. Sixty hours of college credit will be allowed for either course.

**Commercial Law, First Term.**—The subjects of Contracts and Negotiable Paper will be studied in a general way. A number of reported cases will be considered to show the application of principles. This is a required subject in the Commercial course and elective in all others. There will be three recitations per week, for which thirty-six hours of college credit will be given.

**Stenography.**—Classes in Stenography will be formed both for beginners and for advanced students. Thirty, or more, hours' credit will be given, according to the amount of work done. Advanced classes are given the special advantage of dictation from the phonograph for speed practice.

**Typewriting.**—All students who take Stenography are given regular instruction in typewriting, manifolding, etc. The Department has an ample supply of new standard machines, which are at the disposal of its students for as much daily practice as they can arrange to take. Classes in typewriting are open to students from all Departments of the University.

## PHYSICS AND ELECTRICAL ENGINEERING.

**Preparatory Physics.**—This is the work required regularly of all students in the third year of the Preparatory course. The text-book used is *First Course in Physics*, by Millikan & Gale; for the present Ayres's laboratory manual will be used as a guide for the laboratory work. The course will be adapted to the needs of students, (1) who have never studied Physics; (2) who have, in high schools or elsewhere, studied a text-book, but have not had any laboratory work; (3) who have had the equivalent of one term in Physics, and wish to take up the second term's work; (4) who wish to review the whole subject of Physics preparatory to an examination in the subject. There will be five recitations each week. Graduates of First-Grade high schools, or teachers of Physics in the same, are credited in college with the text-book work, but will be required to do the laboratory work, if this has not been done systematically elsewhere. The time

required for the completion of the whole course of laboratory experiments will be three or four hours daily for the six weeks, and for one term's work about two hours per day.

The first term includes Properties of Matter, Mechanics of Fluids and Solids, and Heat; the second term, Electricity and Magnetism, and Light. This applies both to the class work and the laboratory exercises. Teachers of high-school classes will find the laboratory work particularly valuable to them. Complete and systematic notes are required to be written on each exercise in a book adapted to the purpose, so that in addition to the educational value of the course to the student himself he also acquires certain forms and methods and suggestions which will be of material service to him in teaching his own classes. Credit, seventy-five hours for the first term and sixty hours for the second term.

**Advanced Physical Laboratory.**—This is the laboratory work required of Juniors in the Scientific course and in the course in Electrical Engineering. It presupposes knowledge of the course described above or its full equivalent. Four laboratory hours each day will be required. No particular manual will be specified, though the course includes exercises of an advanced character from several sources, to which references are given. Fifty hours' credit will be given for this work.

There will also be an advanced course adapted to the requirements of those, if any, who may have had the Junior course, or its full equivalent. This will consist of absolute measurements in Magnetism and Electricity, three hours each day, giving a credit of thirty hours.

**Electrical Engineering.**—(1) This will be a beginner's course for those who expect to continue the subject later, and for teachers and others who desire to learn the fundamental principles of Electrical Engineering. There will be five recitations a week, and fifty hours of college credit will be given. The text-book will be Atkinson's *Electrical and Magnetic Calculations*. This course will be of great service especially to teachers in Physics, since it will give such a drill in the fundamental principles of electricity and magnetism, and their applications, that this portion of Physics will seem afterwards very easy. It may also be the means of

introducing some to a new and an attractive line of work which they may wish to pursue at a future time.

(2) This is also a course for beginners, and covers in an elementary way the general principles of electricity and magnetism, and their application by means of the question and answer method. Shepardson's *Electrical Catechism* will be the text-book used, and a credit of fifty hours will be given.

### BIOLOGY.

**Invertebrate Zoology.**—The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates.

This course is the regular one given in the Winter and the Spring terms. Sixty hours of Collegiate credit is given for the completion of the subject.

**Teachers' Course in Physiology.**—This course will be intermediate between an elementary and an advanced course. It will include recitations, dissection of the cat or the dog, the study of the microscopical structure of the organs of the body, and general discussions of methods of teaching physiology in the public schools.

Hygiene will occupy a considerable part of the time. The relation of bacteria to disease will be discussed and a few simple experiments to show the nature and the action of bacteria will be performed. Ventilation, and in fact all the problems of this nature that confront the teacher in the public schools, will be discussed. In case any student should want credit for this course, seventy-five hours of Preparatory credit will be allowed.

**Elementary Botany.**—(1) This course is the one given during the Winter term of the college year. It will consist of laboratory work upon the seed and the growing plant, and the preparation of slides for the study of structure. The recitations will cover the regular work of systematic botany including the analysis of plants. No attempt will be made to make an herbarium. Fifty-five Preparatory hours will be allowed for this course.

**Elementary Botany.**—(2) This will be the second term of botany given during the year. This course will be strictly one in analytical botany. An herbarium of one hundred flowers will be made. A large amount of field work will be necessary to complete this course. Sixty hours of Preparatory credit will be allowed.

**College Botany.**—The same course as that given in the Spring term will be followed. Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant physiology, and a general consideration of all the life principles involved in plants. Sixty Collegiate hours will be credited for the completion of the scheduled work.

The **Stereopticon** will be used to illustrate the subjects referred to above. It will be used in demonstrating many principles which will come up for study. Lectures of a popular nature will be given from time to time, to which all members of the Summer School are invited.

**Nature Study.**—“*Nature Study and Life*,” by Hodge, will be used as the basis of study. Plants associated with insects will be studied and their relations pointed out. The external anatomy of the insect will be studied from the locust, bringing out the distinguishing characters of the insect. Three lectures, field trips, or recitations will be made, and one laboratory section of two hours will be held, each week of the term. The course will be strictly scientific while the plan will be to adapt it to the wants of public-school teachers. A broad outlook to nature is the end sought. Collections of insects may be made and classified, thereby gaining the required knowledge to make a private collection or one for each public school. The practical side will not be lost sight of. Methods of presenting the subject will be given and demonstrations made from time to time. It is hoped that this course will direct teachers to the realities of nature so that their eyes and ears will be opened to its beauties and its practical bearing upon human life; and, through them, the children be brought into close touch with nature in both its ethical and practical bearing upon their own lives. Forty-



eight University hours will be allowed upon the completion of this course.

**Birds.**— This course will consist largely of field work. The student will not be expected to study or determine a large number of species. The emphasis will be placed on a study of the activities of a few convenient or common birds. It is not only interesting but of special importance to know the feeding and nesting habits of birds. The student will be expected to get first-hand knowledge on these points. Three field trips will be made each week. Forty-four hours' credit will be given.

### CHEMISTRY.

**General Descriptive Chemistry.**— First term, six recitations and ten hours' laboratory work per week are required. The work covered will be that of the first term of the regular college course. Newth's *Inorganic Chemistry*, Holleman's *Inorganic Chemistry*, or Remsen's *College Chemistry* will be used as a reference book.

Second term, five recitations and eight hours' laboratory work per week are required. The work will be that of the second term of the regular college course and must be preceded by the work of the first term.

**Qualitative Analysis.**— Practical work in the detection of inorganic substances, both acid and basic. To secure the best results, students in this course should devote their entire time to it.

**Organic Chemistry.**— A short course is offered in this subject. Previous training in chemistry is essential.

**Quantitative Analysis.**— Practical work in gravimetric and volumetric analysis. Open to students who have done work in qualitative analysis.

Other work may be had in chemistry provided there is sufficient demand for it.

### LATIN.

Five classes in Latin will be offered. Each class will recite five times per week, and the work will cover one regular college term.

**Beginning Latin.**—Students taking this subject will be expected to complete the first fifty lessons in Collar and Daniell's *First Year Latin*.

**Caesar.**—This class will take up the Gallic War, beginning with the first book.

**Cicero.**—The first three orations against Catiline will form the subject of study in this author.

**Vergil.**—The Aeneid, Books I. and II. The subject of scansion will receive attention, and some work will be done in Latin prose composition.

**Freshman Latin.**—One term's work in Freshman Latin will be finished, with a credit of 60 hours. The *De Senectute* and *De Amicitia*, of Cicero, will be read. The class will recite five times a week—four times in the text and once in Latin composition.

In reading the Roman authors just named, a careful study of forms and syntax is considered essential. Students should be provided with Latin grammars. Any standard text may be used.

## GERMAN AND FRENCH.

The five classes offered for the Summer term are designed to articulate with the regular work of the University.

**Beginning German and French.**—These are Fall term studies with 75 and 60 hours' credit respectively. When taken in the Summer term, they naturally demand double work and very close attention. A knowledge of these languages opens up to the student a new world which will ultimately widen his horizon in every province of human thought.

**Advanced German and French.**—Advanced German is Freshman work of the Winter term. Advanced French is equivalent to two terms' work as a Junior elective. The subject-matter of the latter may be fiction, history, or science in order to meet the needs of the student. The purpose of these advanced studies is not only to strengthen the grammatical and syntactical knowledge of the languages possessed by the student, but also to reflect in subject-matter the civilization and culture of Germany and France.

**Scientific German.**—The course in Scientific German will serve those who, for practical purposes, as engineers, chemists, or biologists, desire to obtain ability better to consult manuals and essays written in the German language. Students who wish to take up work beyond the courses above offered, can, no doubt, make satisfactory arrangements with the instructor.

### THE SCHOOLMASTERS' CONFERENCE.

It has been the consistent aim of the management of the Summer School at Ohio University for several years past to place before all teachers, superintendents, and others who may attend the sessions, such ideals of preparation and service as will stimulate to the very best endeavors when real conditions are faced. In other words, it has been the aim to harmonize the ideals of courses of study, management, methods, and administration with the best possible practice. To do so requires more than a knowledge of theory. There must be, in all attempts at reform, a blending of experience and knowledge of conditions as well as a knowledge of the principles underlying what seems to be the ideal practice. This suggests an exchange of views based upon experience and reflection.

Ever since the opening of the State Normal College of Ohio University, it has been the policy of those who order its affairs, to arrange for two Conferences each year, at which time this exchange of views and experiences may be given, and all public-spirited, broad-minded educators, as well as the students of the Normal College and University, may profit by a brief but spirited discussion of vital educational questions by leaders in their lines of thought and endeavor. During the entire college-year and the Summer term, the pressing needs of all elementary and secondary teachers are fully provided for in the many courses of instruction offered, but at these special conferences it is the aim to serve especially the school administrators—the superintendents, the principals, the examiners, and all others who are interested in molding educational sentiment.

Annually, about the close of the Winter term, a two-day

session of the Schoolmasters' Conference is held. To this conference are invited as leaders or conductors only men of national reputation. Dr. Frank McMurry, Dr. Charles De Garmo, Dr. Charles McMurry, Dr. R. N. Roark, Principal Wilbur S. Jackman, and Dr. C. F. Hodge have been invited. The Conference for the Spring of 1908 will be held Friday and Saturday, April 10 and 11, with Dr. C. F. Hodge, of Clark University, Worcester, Mass., as leader. Dr. Hodge needs no introduction to Ohio schoolmen, as he is personally known to many, and has a national reputation that precedes him to Ohio. He is known not only as a great biologist but as a great teacher. His work, "Nature Study and Life," which has been read by thousands of teachers in Ohio, marks him as the leader to-day among nature-study writers and teachers. His general theme will be Elementary Science in the Grades and Biology in the Secondary Schools. He will conduct one session of the Conference Friday afternoon, April 10, and another session Saturday morning. Friday evening he will give one of his popular lectures illustrated with stereopticon views. A rare treat is in store for all who may be fortunate enough to hear him.

Local college men will assist in conducting round-table conferences Friday afternoon, Friday evening preceding the lecture, and Saturday morning.

In addition to the Spring Conference above outlined there will be a six-day session of the Schoolmasters' Conference in connection with the Summer School, coming the next to the last week of the term, beginning Monday, July 20, and closing Saturday, July 25. The sessions will be about two hours in length each day, from 3:10 to 5:00 p. m., thus enabling all visitors to attend such other exercises as they may choose, during the schedule of recitations from 7:00 a. m. to 3:10 p. m., and also permitting regularly enrolled students of the Summer School to attend the Conferences without loss of time in their scheduled studies.

These Conferences will be conducted by the President of the University, assisted by other members of the University Faculty and several prominent public-school men.

The topics cover some of the most important questions that are uppermost in the minds of the educators of this

State, and the discussion of these questions will be of great interest to teachers in general as well as to those engaged in administrative work. The superintendents, principals, and examiners of Southeastern Ohio will find it decidedly to their advantage professionally to attend these Conferences, and all are most cordially invited. There is no charge whatever for these courses. All who attend may also spend as much time as they choose in visiting the various classes of the Summer School, between the hours of 7:30 a. m. and 3:10 p. m. The Training School will be in session each day from 8 to 11 a. m., and all visitors to the Schoolmasters' Conference are welcome, in fact are urged, to visit the Training School, the only school for observation and practice under the control of the State.

Superintendents also find the Summer School of Ohio University an excellent place to become acquainted with superior teachers, and in this way are often successful in securing such teachers for their schools. It is also an excellent time and place for such teachers to become acquainted with superintendents and secure deserved promotion. The 70 city superintendents in Ohio have in their hands the appointment of nearly 11,000 teachers.

The following topics have been proposed for discussion at the Summer Session of the Schoolmasters' Conference. The order in which these topics will be taken up from day to day will depend chiefly upon the interests and requests of those in attendance from day to day:

1. **The Organization of the Rural School;** grades, length of class periods, promotions, etc.
2. **The Rural-School Library;** its functions and management.
3. **Elementary-School Science in Rural and Elementary Schools;** differences, scope, and character of courses in Elementary-School Science.
4. **Reading in the Elementary-School;** materials and method.
5. **Elementary Agriculture;** its possibilities in the rural schools of Ohio.

6. **Manual Training** as an elective course in elementary and high schools; its relation to moral and intellectual education: suggestions as to present possibilities in this direction.
7. **Relation of Public Education to Social and Industrial Conditions**; the work of the Industrial Commission of Massachusetts.
8. **The Place and Use of Types** in the teaching of Geography.
9. **The High School**; its function and basis of classification.
10. **The Place of Vocational Subjects** in the high school.
11. **The Report of the Committee of Seventeen** on the professional preparation of high-school teachers.
12. **The Annual Institute**; its defects, the remedies, and its function.
13. **The Summer School in Ohio**; its function and how improved?
14. **The Rural-School Problem in Ohio.**
15. **Symposium**; how can the Normal College be made more helpful to teachers?

# Summer School of Ohio University, Athens, Ohio

JUNE 22, 1908 — JULY 31, 1908.

## GENERAL INFORMATION.

**Attendance Statistics.**—The attendance of students at the Summer School of Ohio University for the last eight years is herewith shown:

Year.	Men.	Women.	Total.
1900.....	36.....	29.....	65
1901.....	45.....	57.....	102
1902.....	110.....	128.....	238
1903.....	159.....	264.....	423
1904.....	194.....	363.....	557
1905.....	220.....	430.....	650
1906.....	207.....	449.....	656
1907.....	236.....	442.....	678

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the next to the last week of the term.

In 1907, the students came from all sections of Ohio and represented seventy-four counties of the State. Kentucky, Indiana, West Virginia, Pennsylvania, New York, Connecticut, Illinois, Montana, Colorado, Oregon, and Old Mexico were represented in the 678 names enrolled in the summer of 1907.

**Needs Considered and Courses Offered.**—In arranging the courses of study for the Summer School of 1908, the various needs of *all classes of teachers* and those preparing to teach have been carefully considered and fully provided for. About one hundred and thirty courses are offered, and

that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1908, which will begin June 22nd and continue six weeks.

**Faculty.**— A Faculty of thirty-eight members will have charge of the instruction. Please to note that all the instructors, with three exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.

**Selected Work.**— Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out *systematically* the studies of that course? If you are a teacher of experience, or if you have had previous **collegiate** or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

**Courses of Study.**— Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

**Reviews.**— Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

**Spring-Term Reviews.**— The Spring term of Ohio University will open Monday, March 30, 1908, and close Thursday, June 18, 1908. On Monday, May 4, 1908, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography,



United States History, English Literature, General History, Physiology, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certificating teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1908. Only a *just portion* of the usual term fee of \$5 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Physics, Latin, and some other subjects. However, *none of this work is promised*.

**Primary Teachers.**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially* valuable. *Every teacher* of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

**Expenses.**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. Boarding in clubs, per week, costs from \$2.25 to \$2.50, and at Women's Hall, \$2.75. A student may attend the Summer School of six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy less than this would be required.

**Ample Accommodations.**—No school town can offer better accommodations at more reasonable prices than Athens.

Nicely furnished rooms, in private houses, *convenient to the University*, may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$1.00 each per week.

**Women's Hall and Boyd Hall.** — These two buildings will accommodate about 125 women students. They are owned by the University and the rooms are of good size and well furnished. No student securing quarters here will pay more than \$3.50 per week for board and lodging. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. Eight hundred students can find desirable accommodations in Athens.

**What Athens Can Do.** — Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1907, every student had been eligibly located. Accommodations for at least 250 additional students were available.

**Free Lectures.** — Arrangements have been made for a series of nine, day and evening, free lectures to be delivered in the Auditorium of the University within the period required by the Summer term.

**Teachers' Conferences.** — At least six conferences—two hours each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management.

**Ohio School Laws.** — Particular attention will be given to the provisions of Ohio's *new school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**Laboratories, Etc.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*.

**Text-Books.**—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient.

**Range of Studies.**—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (three classes), Grammar (three classes), U. S. History (three classes), Ohio History, Algebra (four classes), Public-School Drawing (three classes), Free-Hand Drawing (three classes), Book-keeping (two classes), General History (three classes), Physiology (two classes), Psychology (two classes), Zoology, Political Economy, Beginning Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes), History of Education (two classes) **Principles of Education** (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special Methods in School Studies, Pedagogical Conferences, Geography (three classes), American Literature (two classes), English Literature (two classes), Word Study, Literature in the Grades, Preparatory Rhetoric (two classes), English Poetry, Byron, Keats, and Shelley, Tennyson, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Type-writing, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, Bird Study, Botany (two classes), Observation in training School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, Surveying, Field Practice, Mechanical Drawing, How to Teach Reading, Sight Reading (in music), How to Teach

Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

**Other Branches.** — Arrangements can be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed* \$5.00 for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**Summer-School Advantages.** — Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well qualified teachers.

**How to reach Athens.** — Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the State and reach Athens within a day.

**Requests for Names.** — Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely

*be interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**A Teachers' Bureau.**— Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way,

**Conclusion.**— The President of the University will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the State concerning the extent and character of the work accomplished here. For the year ending March 22, 1907, the total enrollment was 1,319 different students. The total enrollment of different students for the college-year ending June, 1908, will not fall below 1,450. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,  
President Ohio University, Athens, Ohio.

## Why Not Go to College?

Ohio University welcomes the teachers of Ohio to its Summer School; it also hopes that many of these teachers will find the Summer term so helpful and stimulating that they will return to complete one of the four-year courses. The ambitious teacher who wishes to occupy a leading position in his life-work dare not stop short of thorough preparation. Whether you wish to be a teacher, physician, lawyer, preacher, or business man, Ohio University is a good place to get your preliminary training. Where can a young man or woman find a better place than at Athens, Ohio,—the seat of **Ohio** University, the oldest institution of the Northwest? Tuition is free; this is equivalent to a "FREE SCHOLARSHIP" for every student. A strong Faculty has gathered together from the leading Universities of Europe and America to instruct and inspire. The town is free from the distractions and temptations of the larger cities. The low cost of living and the free tuition place a college education within the reach of every earnest and ambitious person in Ohio,

The College of Liberal Arts now includes:

The Classical Course, degree A. B.

The Philosophical Course, degree Ph. D.

The Scientific Course, degree B. S.

There are also two-year courses in Civil and Electrical Engineering.

To graduate from the College of Liberal Arts requires four years, or the completion of 2,500 hours. Of these, 1,500 are required and 1,000 are elective. Bright students who work hard and attend three sessions of the Summer School can graduate in three years.

Ohio University is not a "cheap" school, except in the sense that a student can get a good education at a cost of \$200 a year. There are those, of course, that spend more. A few spend even less. The standards of excellence at Ohio University are as high as those of any other college or uni-

versity in Ohio. The general equipment is of a superior character. According to the last report of the State Commissioner of Common Schools only four colleges and universities in Ohio have greater receipts and expenditures. But after all, the efficiency of college education depends upon the teaching power of the Faculty. The Faculty of Ohio University is composed of men and women who are in sympathetic relations with the students. They know not only the subject to be taught, but the student also. The teachers are employed by the State; they do not advocate any form of sectarianism but they do hold up the high ideals of Christian civilization.

A final word to the reader of this brief notice. Do not be deterred from beginning a college education because you cannot see the end. Start, make a beginning. This is the important step. If you cannot take a full course, plan to take one year at least. At the end of your first year the lions in your path may be chained. Do you believe this? There is not a young man or woman in Ohio, whose body is sound and healthful, whose mind is active and clear, whose will is strong and courageous, who cannot become a graduate of Ohio University. The one thing needful is the determination to make the start and the will to keep it up.

EDWIN W. CHUBB,

*Dean of the Collège of Liberal Arts.*

# Departments and Colleges of the Ohio University

## I. College of Liberal Arts:

1. Course leading to the degree of Bachelor of Arts (A. B.).
2. Course leading to the degree of Bachelor of Philosophy (Ph. B.).
3. Course leading to the degree of Bachelor of Science (B. S.).

Each of these is a four-year course, based upon graduation from a high school of the first grade, or equivalent scholarship, and requires 2,500 college hours — 1,500 required and 1,000 elective — for its completion.

## II. The State Normal College:

1. Course in Elementary Education — *two years*.
2. Course in Kindergarten — *two years*.
3. Course in Secondary Education — *four years*.
4. Courses in Supervision — *four years*.
5. Professional Course for Graduates from reputable Colleges of Liberal Arts — *one year*.
6. Special Course in Drawing — *Sufficient time to earn the special Certificate given*.
7. Special Course in Public-School Music — *Sufficient time to earn the Special Certificate given*.

Admission to any of these courses is based upon graduation from a high school of the first class or equivalent scholarship.

## III. The Commercial College:

1. A Preparatory Course — *two years*,
2. A Collegiate course — *two years*.



3. Special Courses in Accounting, Typewriting, and Stenography.

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions. All the work scheduled is very thorough and practical.

#### IV. College of Music:

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

Each Faculty member is a specialist and conducts work of a high order of merit. Students are entitled to pursue work in the other colleges of the University without paying additional fees. A diploma from the College of Music is not easily obtained, but it is worth its cost of time, labor, and money when secured.

#### V. The Department of Physics and Electrical Engineering:

As a part of the scheduled work in this Department is the following Short Course in Electrical Engineering:

**Course of Study.—Requirements.**—If not a high school graduate, it will be necessary that you have completed one term of Rhetoric; two terms of Literature, American and English; three terms of Algebra; and Plane Geometry before beginning the course. These may be taken in the State Preparatory School of Ohio University. The course below leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalog, thus not only giving the graduate the degree of Bachelor of Science but also establishing a special foundation for his life work as well.

##### First Year.

**Fall Term.**—Physics, Class Work and Laboratory 5; Solid Geometry 4; Direct Current Machinery and Appliances 4; Drawing and Descriptive Geometry 3; Freehand Drawing 2; Shop Work; Station Practice, University and City Stations 1.

**Winter Term.**—Physics, Class Work and Laboratory 5; Algebra 4; Electrical Distribution 4; Descriptive Geometry and Mechanical Drawing 3; Freehand Drawing 2; Shop Work; Station Practice 1.

**Spring Term.**—Plane Trigonometry 4; Electrical Designing. Wiring and Armature Winding 2; Electrical and Magnetic Calculations 4; Steam Engineering 4; Mechanical Drawing 2; Freehand Drawing 2; Shop Work; Station Practice 1.

### Second Year.

**Fall Term.**—Alternating Current Machinery 4; Power Plants 3; Chemistry or Spherical Trigonometry 4; Dynamo Laboratory, Direct Current Machinery 4; Mechanical Drawing 2; Shop Work, Station Practice 1.

**Winter Term.**—Central Stations 4; Electrical Transmission of power 4; Telephony 3; Chemistry or Analytical Geometry 4; Mechanical Drawing 1; Shop Work, Station Practice 1.

**Spring Term.**—Electrical Measurements 4; Electric Railway 4; Analytical Chemistry or Differential Calculus 4; An Investigation and Report 2; Contracts and Specifications 1; Mechanical Drawing 2; Shop Work; Station Practice 1.

The completion of this course will prepare the student for practical work at good wages and will fit him for advanced standing in the best technical schools of the country.

## VI. Department of Mathematics and Civil Engineering:

The Work of this Department is of wide range and special excellence. It includes a Short Course in Civil Engineering as follows:

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying, Railroad and Highway Engineering, and Engineering Construction.

The work in English, mathematics, sciences, and languages is done in the regular University classes.

**Courses of Study — Civil Engineering.****First Year.**

**Fall Term.**— Solid Geometry 4; Physics 5; Descriptive Geometry 3; Mechanical Drawing 2; English 3.

**Winter Term.**— College Algebra 4; Physics 5; Descriptive Geometry 3; Mechanical Drawing 2; Freehand Drawing 1; English 3.

**Spring Term.**— Plane Trigonometry 4; Leveling and Surveying 4; Descriptive Geometry 3; Mechanical Drawing 2; Freehand Drawing 1; Field Work 2.

**Second Year.**

**Fall Term.**— Railroad Engineering 4; Field Work 2; Electricity 4; Civil Engineering 4; Drawing 2; Cement Laboratory 1.

**Winter Term.**— Electricity 4; Civil Engineering 4; Elements of Mechanics 3; Stereotomy 2; Drawing and Mapping 2.

**Spring Term.**— Topographic Surveying 2; Electricity 2; Engineering Construction 4; Field Work 3; Drawing 2; Civil Engineering 2.

This Short Course is designed to prepare students for practical wage-earning work and for advanced standing in some technical school of high grade.

**VII. The State Preparatory School:**

The presence of a Preparatory School in connection with the State Normal School and the College of Liberal Arts is a necessity under existing educational conditions. Persons who can secure full high-school training at home are urged to get it before attempting to gain admission to any of the departments or colleges of the University. The Preparatory School of Ohio University is a model of its kind. Here students with any kind of deficiency in high-school training can make adequate preparation for entrance into the Freshman class of any of the departments or colleges of the University. Such students have the best possible instruc-

tion and all the privileges of general culture enjoyed by members of the regular college classes. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been carefully considered and fully provided for in the courses offered.

Primarily, the Courses of Study are planned with two ends in view: (1) To give the student the best possible instruction for the time he may be able to remain in college and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

### VIII. The University Summer School:

The work of the Summer School for 1908 has been described, in detail, on the preceding pages of this Bulletin. It is confidently asserted that this work, while of wide range and carried on somewhat hurriedly, is of high academic and professional value to teachers and those preparing to teach. In the selection of subjects of instruction and the preparation of the recitation scheme, regard has been had for the known wants of students wishing either review or advanced work. From the scheduled recitations, any one can surely select *some* study or studies that will largely if not fully meet the purpose that prompts him to seek summer-school advantages.

**General.**—Alston Ellis, President of the University, Edwin W. Chubb, Dean of the College of Liberal Arts, Henry G. Williams, Dean of the State Normal College, Charles M. Copeland, Principal of the Commercial College, James Pryor McVey, Director of the College of Music, Fletcher S. Coultrap, Principal of the State Preparatory School, Albert A. Atkinson, Professor of Physics and Electrical Engineering, Lewis J. Addicott, Professor of Civil Engineering, and Eli Dunkle, Registrar, will gladly and promptly answer any inquiries regarding the work they have severally in charge.

All general communications should be addressed to

PRESIDENT OHIO UNIVERSITY,  
Athens, Ohio.

## WEAKNESS OF HUMAN NATURE

---

### SHOULD BE GUARDED AGAINST IN EXAMINATIONS.

President Ellis replying to an inquiry from the University of Maine as to how to deal effectively with the matter of cheating in examinations, makes the following observations:

"Most students want to do the right thing in the examination. They should be given a chance. Let the teacher make assurance doubly sure by attending strictly to his business in the examination period—that business being to be present and on the alert to detect wrong-doing. The well-disposed students will thank him for such personal oversight of their work. Even the easily tempted students will have strength to resist the appearance of evil when working under such supervision.

"In theory, students ought to have moral force strong enough to resist the temptation to cheat in either recitation or examination. Some claim that it is possible to work up such a sentiment of honor among students that they may safely be left to their own presence and direction during the examination period. It is not improbable that such a condition of affairs may be brought about—surely it should be kept in mind by the teacher. I have not strong faith that any class of students undergoing examination can safely be left without the presence and oversight of the teacher.

"The teacher who honestly claims that the examination will go on in his absence without break of honor on the part of pupils or students is deceived in most cases. The honest cashier finds no fault because an expert occasionally looks into his accounts; so the right-minded student feels no sense of wounded honor if the one responsible for his examination work gives it personal and careful supervision.

"Were I an honest member of a class undergoing examination, I would court the presence of the teacher as a pro-

tector of my better against my worser self. Of course I, and others, ought to have moral fiber enough to resist the strongest tug of temptation. Some have, but even they need protection from a careless conduct of examination whereby those worthy of failure 'make good' by cheating. I have known many cases where the conscientious student of well-known and successful application to his studies made no more creditable record, as far as grade goes, in the examination than the student shirk and fraud who came to the test loaded down with cheating devices.

"The first duty of the instructor, in the matter under consideration, is rightly to develop the thought and practice of those whom he instructs. However, he must recognize the weakness of human nature to stand firm against temptation in the hour of great stress and trial.

"With a realization of this truth comes the second duty of giving the well-disposed members of his class opportunity to make fair record of their knowledge of the subject-matter covered by the examination and of forcing the class delinquent to honest effort for whatever examination grade he may receive. An examination to be worth anything must be fair. An injustice is done every member of the class if it is not. He is hand-in-hand with the teacher of dishonesty — though he may not know it — who permits his students to use unfair means in the examination room through his own negligence whether born of laziness or a failure to know enough of student nature to 'size up' the situation aright." — *Athens Messenger*, January 23, 1908.

## UNIVERSITY CALENDAR, 1908.

---

Monday, January 6.....Registration of Students  
Tuesday, January 7.....Opening of Winter Term  
Friday, March 20.....Close of Winter Term  
Monday, March 30.....Registration of Students  
Tuesday, March 31.....Opening of Spring Term  
Sunday, June 14.....Beginning of Commencement Week  
Thursday, June 18.....Commencement Day  
Monday, June 22.....Opening of Summer Term  
Friday, July 31.....Close of Summer Term  
Monday, September 7.....Registration of Students  
Tuesday, September 8.....Opening of Fall Term  
Friday, December 18.....Close of Fall Term

---

## UNIVERSITY CALENDAR, 1909.

---

Monday, January 4.....Registration of Students  
Tuesday, January 5.....Opening of Winter Term  
Friday, March 26..... ..Close of Winter Term  
Monday, April 5.....Registration of Students  
Tuesday, April 6.....Opening of Spring Term  
Sunday, June 20.....Beginning of Commencement Week  
Thursday, June 24.....Commencement Day  
Monday, June 28.....Opening of Summer Term  
Friday, August 6.....Close of Summer Term  
Monday, September 13.....Registration of Students  
Tuesday, September 14.....Opening of Fall Term  
Friday, December 24.....Close of Fall Term

# Ohio University Athens, Ohio

Established by Act of the Ohio Legislature February 18, 1804.

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to **Degrees**; others lead to **Certificates** and **Diplomas**. Attend an old and a well-established institution which has an enviable record for thoroughness, culture, and prestige. Colleges, 8; Faculty 53 members; Different students enrolled 1906-07, 1,319; Books in Library, 27,000; **FREE TUITION**.

## THE UNIVERSITY NOW INCLUDES

*The College of Liberal Arts      The State Normal College*  
*The Commercial College      The College of Music*  
*The Department of Physics and Electrical Engineering*  
*The Department of Drawing and Painting*  
*The State Preparatory School*  
*The Department of Mathematics and Civil Engineering*

## The Ohio University Summer School

June 22, 1908 to July 31, 1908

**FIGURES SUGGEST; WORK TELLS.** The attendance of students at the Summer School of Ohio University for eight years is herewith shown:

YEAR	MEN	WOMEN	TOTAL
1900.....	36.....	29.....	65.....
1901.....	45.....	57.....	102.....
1902.....	110.....	125.....	238.....
1903.....	159.....	264.....	423.....
1904.....	155.....	303.....	557.....
1905.....	220.....	430.....	650.....
1906.....	207.....	449.....	656.....
1907.....	236.....	442.....	678.....

**Advantages for Term of 1908**— Faculty of 38 members; provision for about 130 recitations daily; training school, five rooms with six grades of primary pupils, in session every day; elementary science; manual training; fee of \$3.00 pays all scheduled instruction selected by the student; a wide range of private instruction, including foreign languages and vocal and instrumental music, at most reasonable cost; special opportunities for teachers, and those preparing for a **TEACHER'S CERTIFICATE**; expenses of every kind most reasonable.

**State Normal College** of Ohio University opened Tuesday, September 9, 1902. A Training School to illustrate the best method of teaching is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

**Courses of Study:**— (1) A Five-Year Course in Elementary Education for Graduates of Common Schools; (2) A Two-Year Course in Elementary Education for Graduates of First-Grade High Schools; (3) A Four-Year Course in Secondary Education for Graduates of First-Grade High Schools; (4) A Four-Year Course in Supervision for Principals and Superintendents; (5) A One-Year Course for College Graduates; and (6) A Two-Year Course in the Kindergarten School.

Nos. (1), (2), and (6) lead to a diploma; (3), (4), and (5) to a **Diploma** with the degree of **Bachelor of Pedagogy**.

For Catalog, other printed matter, and special information, address

**ALSTON ELLIS, President Ohio University, ATHENS, OHIO.**